Saturday Review

MAY 20, 1961 / 25¢

EDUCATION

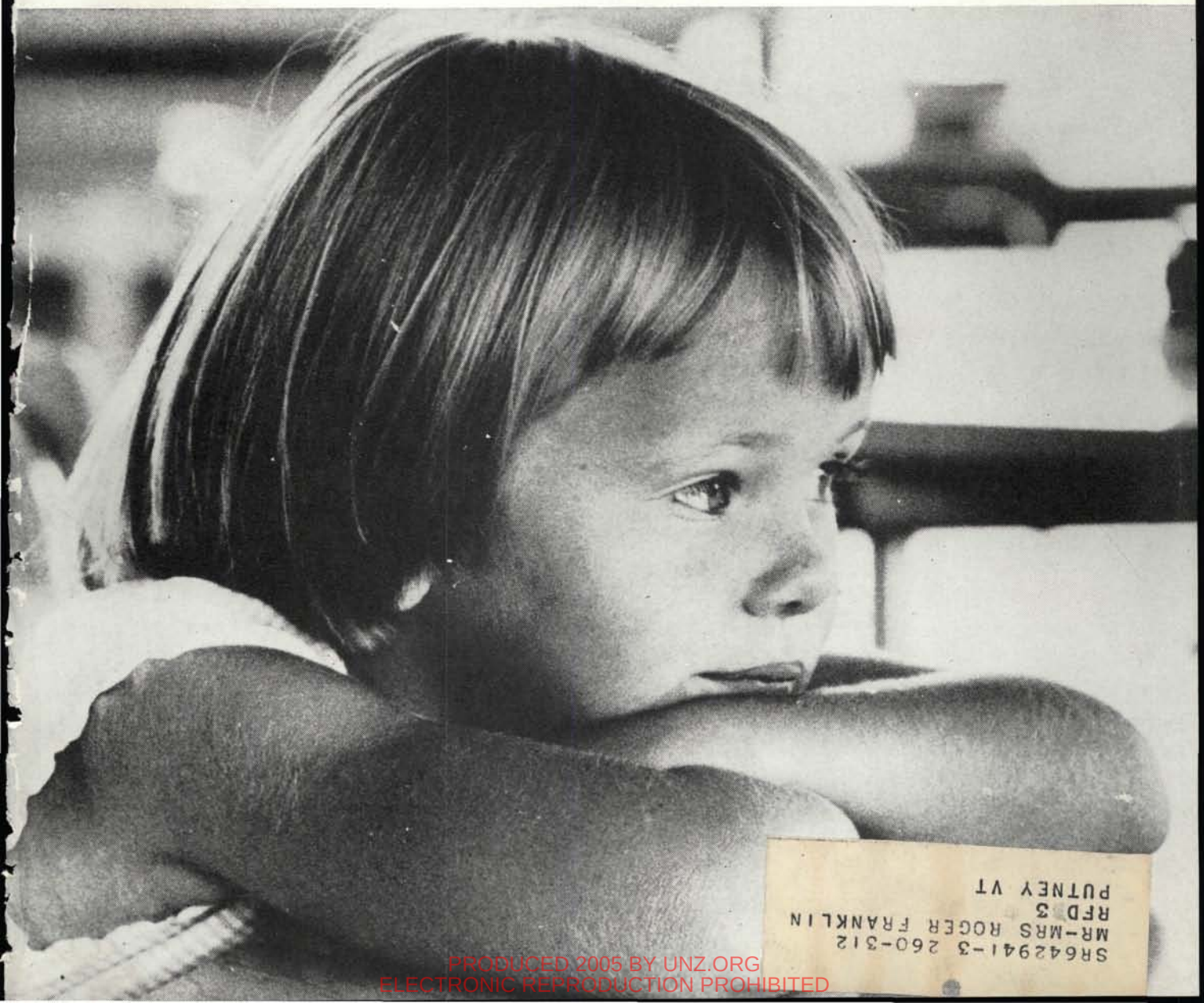
THE UNDERSTOOD CHILD

By Harold Taylor

A GOOD WORD FOR THE SENATE

By Elmo Roper

Birmingham, Michigan Schoolgirl—an "Understood Child" *(See Education—Page 47)*



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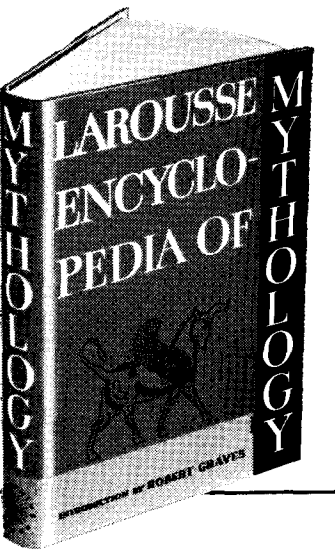

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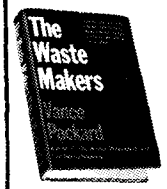

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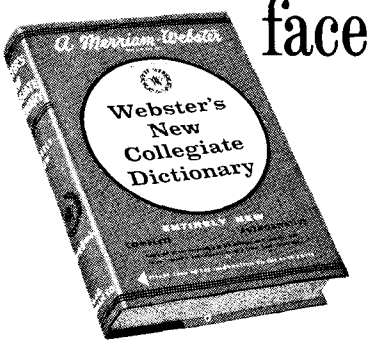
The terrific competition they face!



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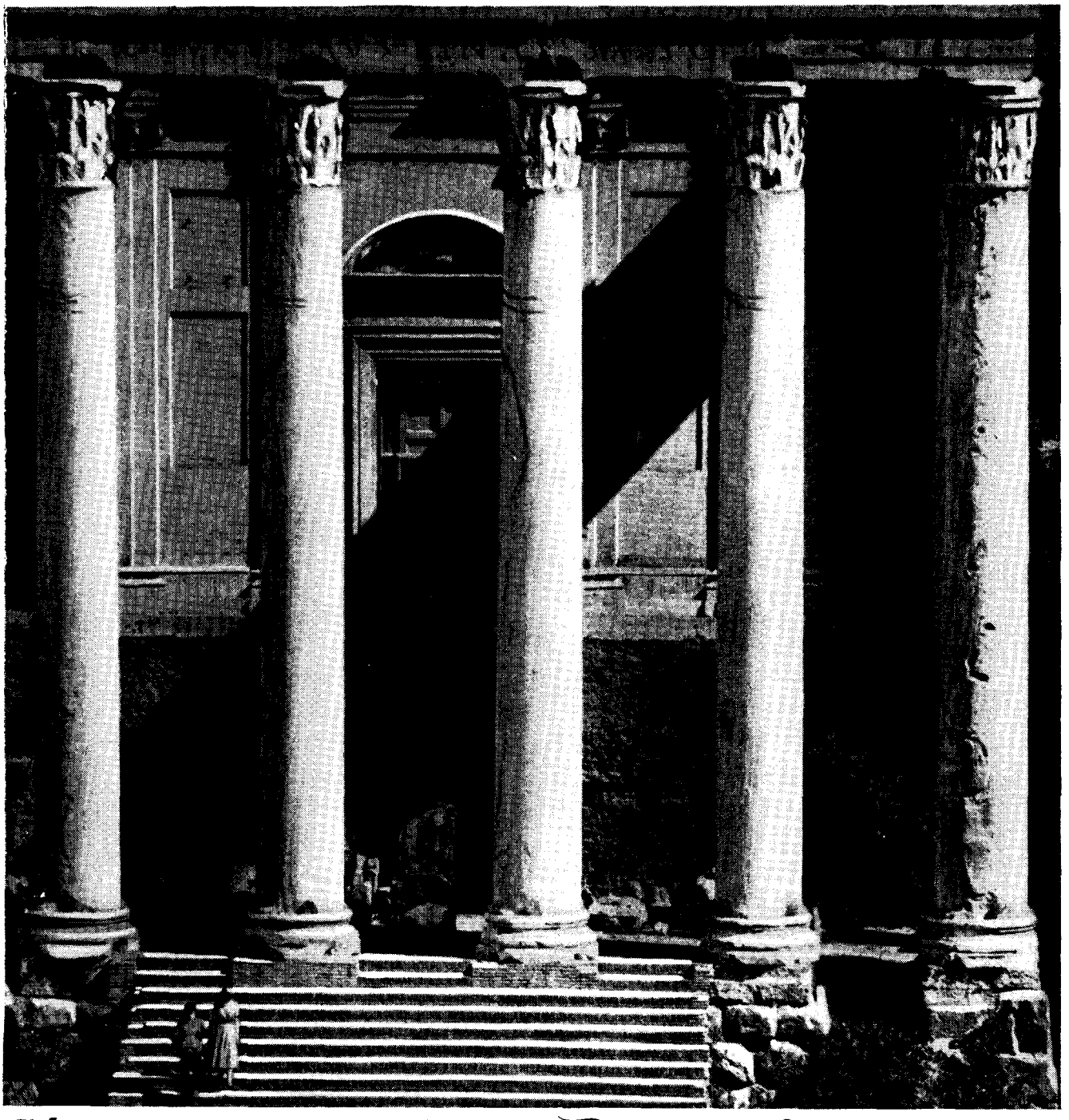
Faustina Temple in the Forum, from "The Rome I Love", Tudor Publishing Co., N. Y.



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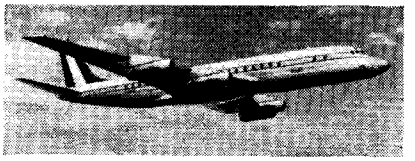

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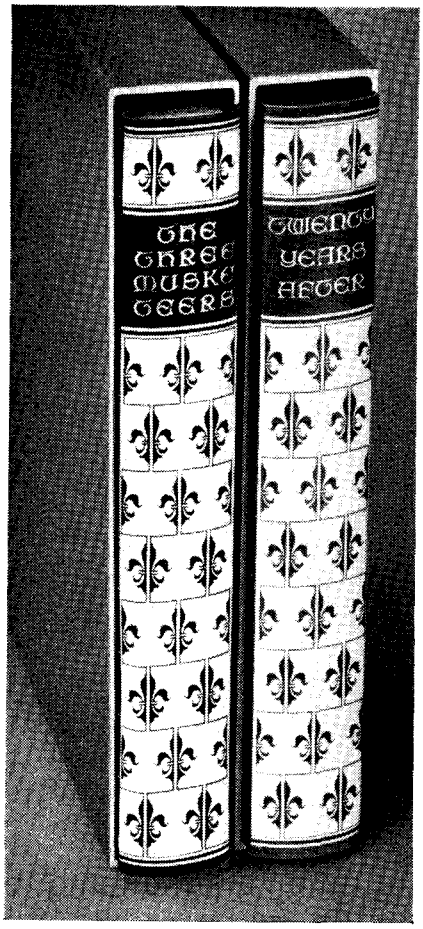

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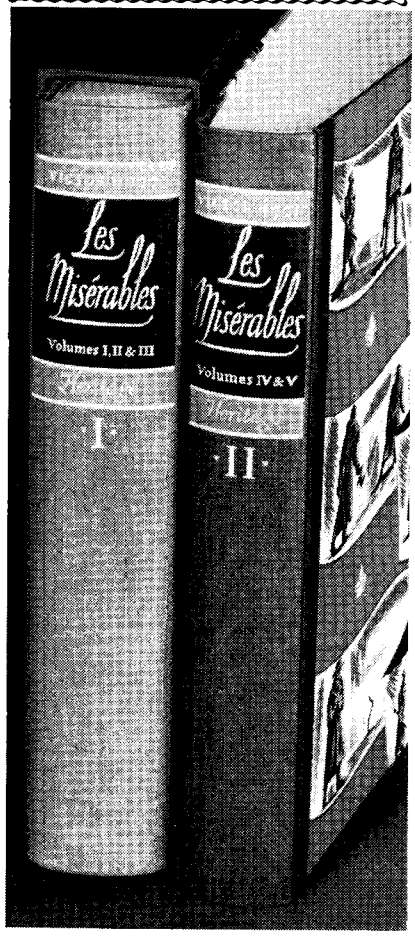

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TRADE Winds

QUESTION FOR JOHN CIARDI: Why don't they hold the Breadloaf Writers' Conference at Sandwich, Massachusetts?

WHEN THEY HAD that school reading-list censorship case in Michigan's Upper Peninsula, many parents were

upset about the books the students were allowed to read. One father was irate because the list included that immoral work, "Catch Her in the Rye."

WITH HARRY GOLDEN, Elsa Maxwell, and all the rest having gone to the trial, how come Meyer Levin, a stone's throw from there, wasn't asked to cover it? Well, he tells me, it's because of the "lawsuit legend."

"An example of the deadly effect of this legend," he writes me, "is the fact that, although I live in Israel and am an expert on Eichmann and the mass murder of Europe's Jews, I do not have an assignment for the trial. One big magazine had me penciled in, but later canceled. Another, approached by my agent, responded, 'How many lawsuits come with it?'

"Innocent people do not realize they are spreading a deliberately concocted character-assassination tag. When my name is mentioned, the automatic response is 'Who's he suing now?'

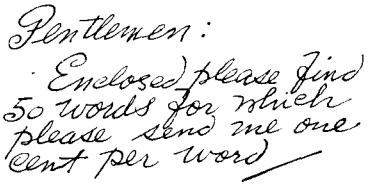
"The simple fact is that in my whole career I initiated only one lawsuit, a case that was scarcely unjustified since I won it. This was the 'Anne Frank' case, in which a jury found that I had contributed substantially to the Broadway adaptation of the 'Diary.' In return, the lawsuit label was pinned on me by a press agent.

"During the years this legend has spread until it is omnipresent in theatre, film, and TV circles, and now, apparently, in magazine offices, too! Indeed, by inversion, the legend is fed when others sue me. A case in point is a $3,000,000 lawsuit started by Nathan Leopold against me and the publishers, distributors, and sellers of 'Compulsion' as well as the film producers.

"Perhaps editors fear that if they get me to write about Eichmann, Eichmann will sue! Meanwhile, I can only hope that decent folk will not, for the sake of a quip, pass along the lawsuit legend, for it has the same result as a blacklist."

A TWENTY-FIVE-CENT monthly magazine, *Cavalier,* is guaranteed, or double your money back. For two years now the confident editors have suggested that each reader ask himself whether he has received the value of the purchase price of *Cavalier* in reading entertainment. If, after reading the magazine, his answer is no, then he can send back the cover and a letter of at least fifty words explaining his dissatisfaction. He then gets a refund of fifty cents.

The publishers say they don't get many claims. However, there is one loyal reader they can count on each month. He sends in his cover regularly from Dothan, Alabama, along with his letter of explanation. He is always good-humored about it, making it clear he's conducting a war of nerves. He gets his fifty cents regularly, but lately he's had a little trouble turning out his fifty words. His claim for the April issue



went like this: First he chided the editor that he hadn't yet received his money back from the March issue. Then he droned on: "I was very disappointed with all the stories and features. Even the ads seemed worse than usual. . . . Since I always get my cover in early for refund, don't you think I rate a little something extra for promptness?"

CHARLES McHARRY reports that the AFL unions in El Centro, California, had a demonstration in which they drove around in a car decorated with banners and signs reading, "Buy American" and "Keep American Workers on the Job." The car was a Volkswagen.

IN "THE PRICELESS GIFT" (Simon and Schuster) Cornelius Hirschberg writes: "Never correct anyone's pronunciation but your own, and perhaps your child's. This rule admits of no exception. If you must use a word after another man has mispronounced it, and you can't find a substitute, *follow his mistake.* It's better to seem to err in pronunciation than to be thought a boor or a snob."

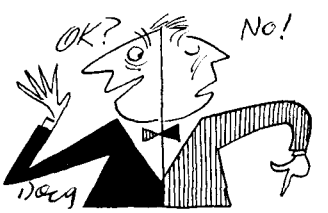
Is that a good rule, admitting of "no exception"? What if someone is testing you out, to see if you have the brains to catch his mistake. Of course, as Hirschberg later says, many words have two pronunciations, so you might be wrong yourself. How about applying the rule to the things that you can't look up quite so easily? I know Greeley didn't say to go West; and I know that it was not the Potomac that Washington tossed the dollar across; and I know how to pronounce the middle of "Tinker to Evers to Chance"; and I know that "Alas, poor Yorick, I knew him well" is wrong; and I know that "the ugly American" is the *hero* of the book; and I know that Frankenstein is not the monster.

But who wants to go around correcting everybody all the time? So, you stop correcting me and I'll leave you alone.

A FUNNY THING happened over at David McKay, the publishers. They have just brought out "From This to That," a children's book written by Keith W. Jennison. He's editor-in-chief of the firm. Did he sit in on story conferences and okay the idea for his own book? Well, it wasn't as bad as that, because it's a juvenile, and juveniles go through Rose Dobbs, the children's book editor, rather than through regular channels. You know how important these children's book editors are. The Dobbs and Jennison offices are near each other. Who knows how he sold her the idea? Maybe it was at one of those long coffee breaks publishing people take. "He has been a very cooperative author," Rose said of her editor-in-chief.

There was an advertising budget meeting and everyone sat around allocating money, deciding which books to spend how much dough on, etc.

When they came to "From This to



That" Jennison said, "There's no point in advertising a children's book."

"Oh, yes, there is," replied an advertising man.

"Well, I'm against it," said Jennison, "even if it is my own book."

"Well," said the adman, "we talked to Rose Dobbs about it and she thinks we should advertise, so we're going ahead anyway."

A YOUNG GIRL named Diane arrived punctually on a recent Saturday morning for the rehearsal of the Norwalk,

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RANDOM HOUSE, N. Y. 22

Connecticut, Youth Symphony. But as the rehearsal got under way Diane was seen standing against the wall, not taking part. When asked by the director what was the matter, she replied:

"I forgot my 'cello."

THE MAIN BUILDING of the Atlanta Library was first opened in 1902 as the Carnegie Library. The annex was added in 1950. Brawner Floyd says he saw two students standing in front of the old building; one was reading the names impressively chiseled across the marble façade:

"Aesop, Homer, Virgil, Carnegie, Dante, Milton, Poe. Carnegie?" he asked his friend. "What did he write?"

"Checks."

THE TRUE happy hunting ground for the curdled cliché fan is Washington, according to Gerald Cullinan of the National Association of Letter Carriers. He writes me:

"There's no place to touch it. For instance, earlier this week I heard a distinguished statesman refer to 'the high-class hoi polloi.' I heard another refer to 'doing something up round' and still another refer to a sad event as being 'heart rendering.'

"Yesterday, when I pointed out a fatal flaw in a business proposition, the businessman in question clapped his hand to his brow and said, 'You have hit my Achilles heel on the head.'"

LOWELL NUSSBAUM writes that a woman complaining about the high price of apples was told by the grocer that they were high because of their scarcity.

"Scarcity?" exploded the housewife. "Why, there's such a bumper crop of apples that they are rotting on the trees."

"I know," the grocer agreed sadly. "That's why they're so scarce. There are so many that the price is so low that it just doesn't pay to pick them."

—JEROME BEATTY, JR.

SOLUTION OF LAST WEEK'S KINGSLEY DOUBLE-CROSTIC (No. 1416)

N. COUSINS:

IDEALISM REVISITED

(From *Saturday Review*, March 18, 1961)

The American people today have two jobs before them. One is to help keep the human race from pulverizing itself in an insane nuclear exchange. The other is to safeguard the freedom that belongs to the natural condition of man.

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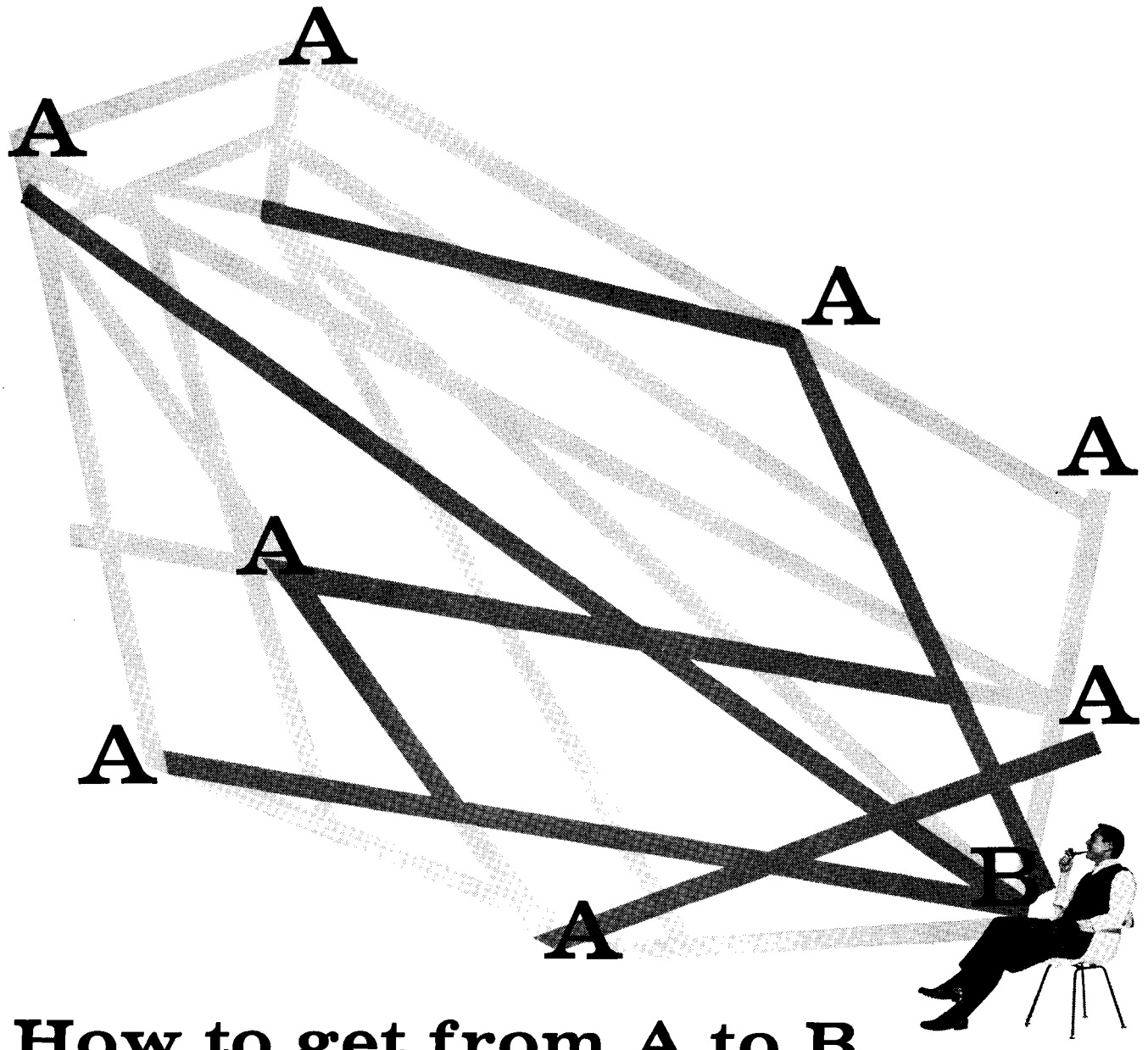


How to get from A to B

This is not a puzzle.

It's a way of keeping electric rates low and making electric service ever more dependable.

You are at *B* in this symbolic drawing. The *A's* are the power plants of a number of investor-owned electric light and power companies. The lines show how their power lines connect you with many different plants.

That way, your electricity may be coming from plants run by several companies—some hundreds of miles away. The customers of each company can share in the savings of the newest, most efficient plants. If an emergency shuts down one plant, others can switch power to its customers.

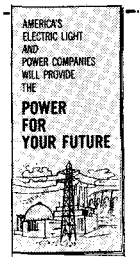
The companies call this "Interconnecting and Pooling of Power." It is one of the reasons why the investor-owned companies can take on the responsibility for supplying the additional electricity Americans will want in the future.

Studies of the nation's future power needs—through the 1970's and '80's—are the subject of a new booklet that projects an America with far more power than most people would guess. This coupon will bring you a free copy.

POWER COMPANIES
Room 1137-O
1271 Ave. of the Americas, New York 20, N. Y.

Please send me, without charge, the material checked below:

- ☐ "Power for Your Future"
- ☐ Names of companies that sponsor this message



Name _____
(Please print)

Address _____

City _____ Zone _____ State _____

Investor-Owned Electric Light and Power Companies | *Keep America Powerful*

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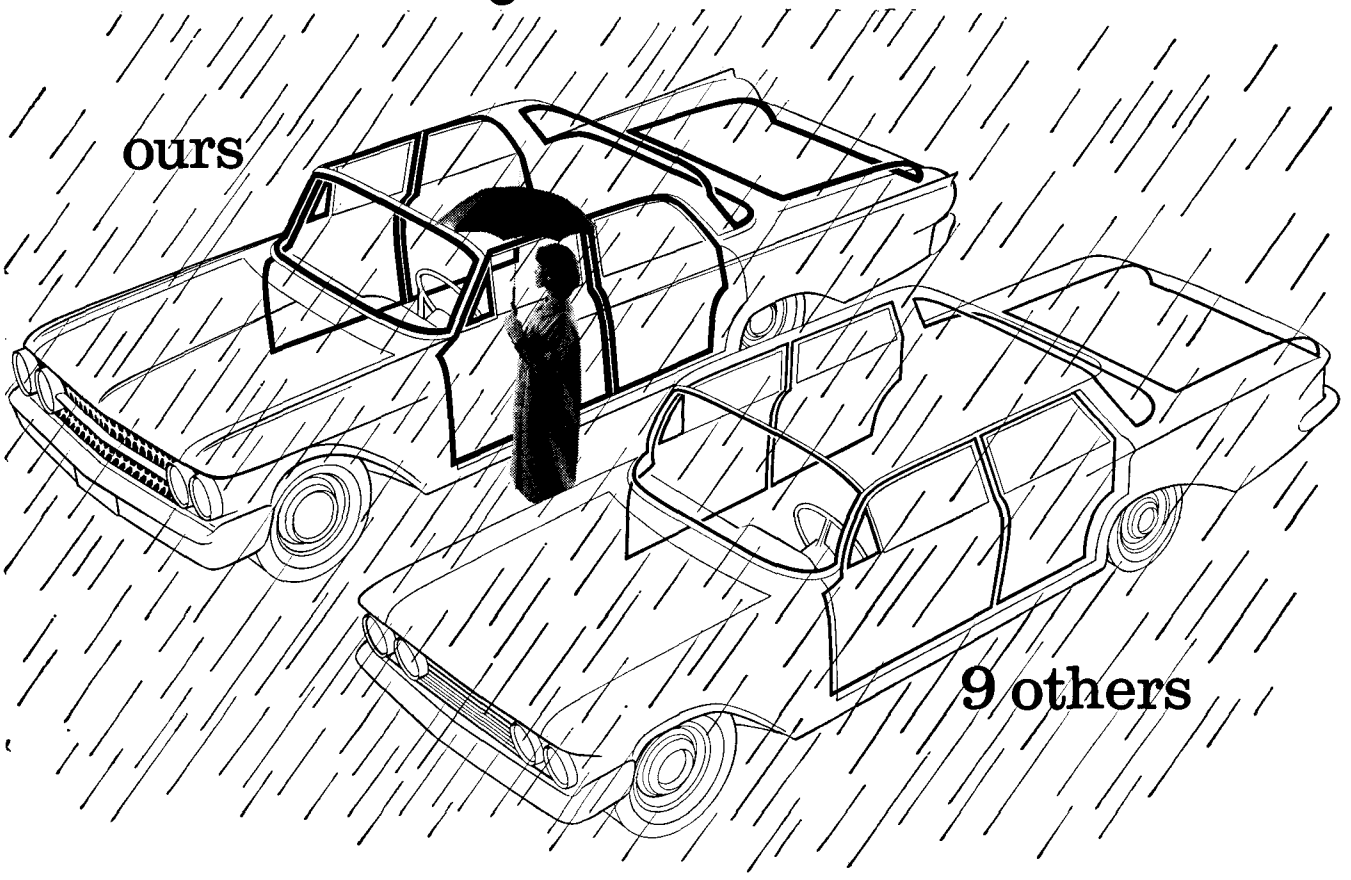
Which body is better sealed?



There's more rubber weather sealing in the 1961 Ford Family of Fine Cars

Ford Motor Company builds better bodies

Passengers in our cars are well protected against all kinds of weather and driving conditions. Doors and windows have more rubber weather sealing than competitive cars. Water, cold air and dust are sealed out. Interiors remain dry and comfortable.

* * *

Millions of car frames are shaped like an "X." Weak in the middle, they lack the strength of strong side rails. Guardrail frames in the Ford and Mercury curve out. They are strong in the middle. Guard rails also protect passengers in the unitized bodies used in Falcon, Thunderbird, Comet and Lincoln Continental.

* * *

The bodies of our cars are stronger. The doors, for example, are braced with steel ribs. This means they are more rigid and therefore close tighter and quieter. It also means that they are less subject to distortion, reducing the likelihood of developing squeaks and rattles.

* * *

Rubber body mounts are used to seal out road and engine noise. They prevent it from being transmitted into the car. The more rubber body mounts there are, the more effective the sound barrier. With 50% more rubber body mounts in our cars, the result is a remarkably quiet ride.

Also adding to the silence of the ride in the Ford Family of Fine Cars is the extra sound insulation. We use more than other manufacturers use in comparable cars. In the Mercury, for instance, we use over 65 pounds of sound and weather insulation.

* * *

These are five of the many reasons we think you will find (upon comparing our cars with other cars) that Ford Motor Company builds better bodies.

Ford
MOTOR COMPANY

American Road, Dearborn, Michigan

FORD · FALCON · THUNDERBIRD · COMET · MERCURY · LINCOLN CONTINENTAL

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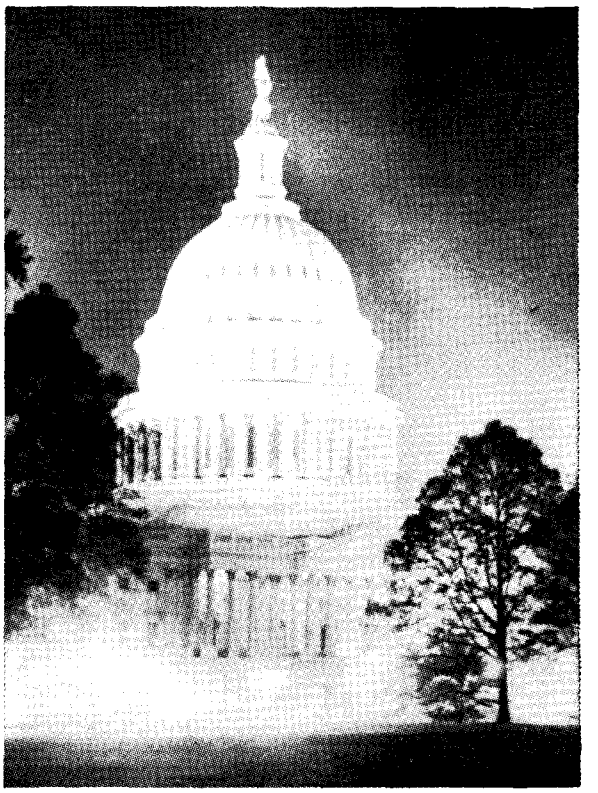
MAY 20, 1961
Saturday Review

A GOOD WORD FOR THE SENATE

By ELMO ROPER



I THINK one of the least understood groups in the United States—I might almost say most *mis*understood—is the United States Senate. I am not talking here about the usual stereotyped public misconceptions or ignorance, such as the fact that a few years ago only 54 per cent of Connecticut adults were able to recognize the name of their senior Senator, or that 75 per cent of those queried in a national cross-section were unable to think of any Senator whose actions they usually approved of, or even that when asked to compare leaders in various fields (business, labor, religion, the Administration, and Congress) less than 10 per cent of the public has ever said Congress was doing "the *most* good for the country." I am talking about the attitudes held by otherwise alert and intelligent citizens—successful businessmen, college professors, doctors, artists, women who demonstrate their intelligence in other areas by working for the League of Women Voters: people, in short, who ought to know better. I find that many of these people seem to consider the average Senator a combination of charlatan and horse trader, someone who lures his constituency with honeyed but vapid oratory while quietly trading away the national interest for partisan, sectional, or personal gain.

A quarter-century of watching Senators at their work has convinced me that their critics couldn't be more wrong. I have found the United States Senate to be the single most intelligent, most thoughtful, most dedicated group of men—of that size—I have ever encountered. By which I don't mean that the Senate functions perfectly, or that all its members are either giants or geniuses. I do mean that the stature of the Senators I have known is, on the average, higher than that of the average of any other group—public or private—of similar size that I know.

THE basis on which I make this judgment is necessarily personal, but it is neither arbitrary nor haphazard. In connection with my work, I have attended every national convention of both major political parties since 1936, where I have observed at medium range the behavior of several generations of Senators. Since 1950 I have been observing Senatorial behavior at much closer range while roaming the corridors of the Senate Office Building, trying to secure adherents to the idea of a citizens' convention of the democracies to study the question of how much and what kind of political, economic, and military unity they could have—indeed, must have if they are to stand up against the monolithic Communist threat. As a result of this experience, I should like to comment on—and I hope explode—a few of the more prevalent myths about members of the nation's highest legislative body.

Probably the most frequent charge is that Senators are not genuinely interested in the *national* welfare, but care only about pleasing a majority of their own constituents. I often hear that they never vote for what is "right," but respond only to practical political pressures. To be sure, I can think of a half-dozen Senators against whom this charge might legitimately be made, but I can think of many, many more of whom it could be made only from ignorance of their records. I think back to 1954 when Senator Estes Kefauver, one of our best Senators, during an election year when he was being charged by opponents with being "soft on Communism," was offered a chance to prove his anti-Communism by joining with the rest of the Senate in passing a bill outlawing the Communist party. The final vote was 81-1, with Senator Kefauver standing alone in his belief that the bill was a serious violation of civil liberties. The bill was ultimately softened and Kefauver praised for his action, but at the time it looked like political suicide. I think back, too, to 1941, when the late Senator Murray of Montana, who had been elected by a passionately isolationist constituency, voted for a loan to Britain and nearly lost his Senate seat in the process. Or when Senator Frank Church of Idaho—the home of isolationist Borah—introduced as his

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first major bill one calling for much closer unity with our European allies.

I must admit that my task in Washington would often have been easier if Senators *did* decide things on other bases than what was "right." Some years ago I talked myself blue in the face trying to convince my friend and neighbor, Senator Brien McMahon, to support the convention I was working for. There is no doubt in my mind that the Senator would have been happy to please me as friend, neighbor, political adviser, and campaign fund raiser. Nor is there any doubt in my mind of his political courage—as evidenced in his dramatic 1950 proposal to use two-thirds of the annual military budget for foreign aid in exchange for world-wide atomic disarmament. But he didn't happen to believe that the convention I wanted would work, he was frank to tell me that he wouldn't support it, and he never did. Another friend, Senator Clifford Case of New Jersey, did support the idea, but not because I asked him to. He studied the matter for a year and a half after I first raised the issue with him before coming to the independent conclusion that such a convention might very well do a considerable amount of good and couldn't possibly do any harm. His own reading and thinking on the subject, rather than the desire to please a friend, brought him to this conclusion.

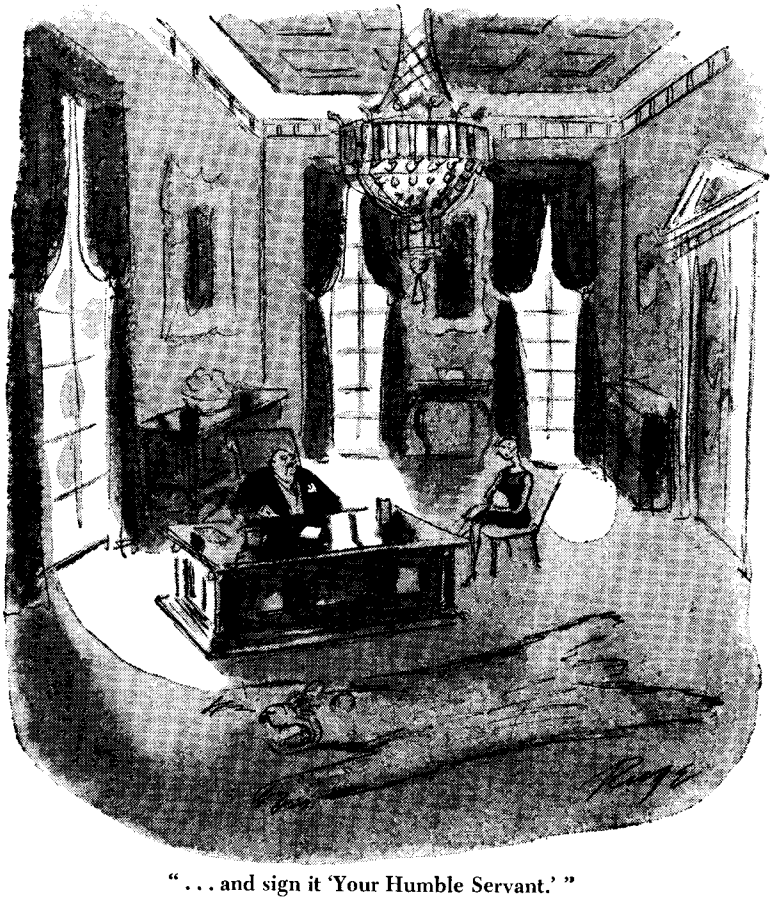
Another rather ridiculous charge I sometimes hear is that Senators don't work very hard. Apparently, when people go to the galleries and see only a few Senators on the floor, they conclude that the rest of them are out playing golf or something. What they fail to realize is that most of the work of the Senate is done in committee. I have been used to fairly long hours myself as a mode of work, but I have been literally astounded at the pace most Senators set for themselves. When I have had occasion, for example, to see Senator Hubert Humphrey, often the only free time he had was an eight o'clock breakfast; at other times the only gap in his schedule was after a committee meeting at 7:30 in the evening. There may be some people outside the Senate who work harder at their jobs than Lyndon Johnson worked at his job as Senator, but if there are I don't happen to know them.

STILL another frequently leveled charge is that Senators are really not very bright, that while they may be narrowly shrewd they have neither the intellect nor the inclination to consider the broader implications of their activities. This, too, is a stereotype that lacks solid foundation. Over and over again I have been impressed by the erudition and thoughtfulness of members of the Senate. I have thought, for example, what a brilliant political science professor Senator John Sherman Cooper would make, or what Senator William Fulbright could do for the teaching of philosophy in American universities. (The academic careers of Senator Paul Douglas of Illinois and Senator Gale McGee of Wyoming are, of course, well known.)

One of the most persistent charges made about the Senators is that with the significant exception of having the ability to get elected, they are not able men in any other area—"they couldn't meet a payroll." I think a good case could be made that Senator Prescott Bush of Connecticut would not have to worry much about where his next meal was coming from if he were off the federal payroll. As a former partner of Brown Brothers, Harriman & Company, a large investment banking house, he seems to have acquired a certain ability in money matters. Senator Robert Kerr might not be *the* greatest oilman of our time, but the fact that he was able to build a business of $168 million would indicate that he did know his way around something other than the halls of Congress. Senator Stuart Symington first came to government service as president and board chairman of Emerson Electric. William Benton's term in the Senate was preceded by a successful career as an advertising executive and has been followed by a phenomenally successful one as board chairman of Encyclopaedia Britannica.

I HAVE found a good many people who believe that bitter animosities are commonplace between people on opposite sides of the political aisle in the United States Senate. Again, I don't deny that animosities and rivalries exist—even some classic cases. But in general I have found a tremendous respect on one side of the aisle for the integrity, the intelligence, and the sense of fair play of people on the opposite side. More often than not, beneath public postures of conflict and opposition lie personal ties of respect and indeed affection. I know many Democratic Senators who would list Clifford Case, John Sherman Cooper, and Jacob Javits among their choices for the "dozen best Senators," and I know many Republican Senators who would include the names of John Sparkman, William Fulbright, and Hubert Humphrey in their lists.

Like all other human institutions, the U. S. Senate is imperfect, and like all other human beings, U. S. Senators have their flaws. But by and large, the Senate has attracted able and admirable men, whose personal stature is considerably greater than their public



"... and sign it 'Your Humble Servant.'"

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stereotype. I can only speculate on why this is the case. Part of the explanation probably lies in the public misunderstanding of the nature of politics, in an insistent refusal to face the fact that compromise is not a moral lapse but rather a necessary fact of social and political life. Senators are politicians, surely, men who know how to work, in the thick of political pressures, for realistic political goals. But they are more than that. In general, the Senators I have known have been men of intelligence and ideas, men of conscience and responsibility, whose mastery of the art of the possible is enhanced by a vision of the ideal.

Of course, the United States Senate has, during its 172 years, accumulated some procedures that leave something to be desired, just as the educational world and the medical profession and the business world have done. Of course, there are some members of the Senate who are of mediocre talent; there are some who aren't vitally interested in doing anything but pleasing 51 per cent of their constituents; there are some who will "swap their votes" on issues of paramount importance to the nation as a whole. No one could have been close to the situation without admitting that, and this article is in no manner intended to deny it.

I do think, however, that it is time somebody pointed out that what is often used as a description of "most Senators" is, in fact, a description of only a few. Furthermore, just to make doubly sure that I shall be upbraided by the derogators of the Senate, I want to add that I think there are today in the United States Senate several men who are totally worthy of wearing the mantle of the Clays, the Websters, the Calhouns, and all of the other great men in history who have graced the halls of Congress and helped write what is, after all is said and done, a pretty commendable history of the United States.

Altogether too many of us expect Senators we have come to regard as ideologically "on our side" to vote precisely as we would have voted on *every* issue. Consequently, when some Senator who has been very highly regarded by one group of citizens deviates *just once* from what they regard as "good voting," he is apt to be blasted. For what it's worth, I'd like to offer my own yardstick for judging Senators —a yardstick developed over many years: When a Senator votes as I would have voted 40 per cent of the time, I am unhappy. If he votes as I would have voted 60 per cent of the time, I am happy. But if he votes as I would vote 80 per cent of the time, I begin to worry for fear he can't be re-elected!

For the Record

Celebrated Quotes from U. S. Senators

"The arts of power and its minions are the same in all countries and in all ages. It marks its victim; denounces it; and excites the public odium and the public hatred, to conceal its own abuses and encroachments." —Henry Clay (1834).

"The very essence of a free government consists in considering offices as public trusts, bestowed for the good of the country, and not for the benefit of an individual or a party." —John C. Calhoun (1835).

"There are persons who constantly clamor. They complain of oppression, speculation, and pernicious influence of wealth. They cry out loudly against all banks and corporations, and a means by which small capitalists become united in order to produce important and beneficial results. They carry on mad hostility against all established institutions. They would choke the fountain of industry and dry all streams." —Daniel Webster (1838).

"The average man does not understand why the U.S. Congress and this Administration are so indifferent to the world situation. . . . If one-tenth part of the energy and time . . . in preparedness were to be turned toward other means of settlement . . . we could restore the confidence of the people and redeem our place in history." —Robert M. La Follette (1916).

"Spending is power. . . . It leads to a demand for more power, more regulation, and less freedom." —Robert A. Taft (1946).

"I value solid popularity—the esteem of good men for good action. I despise the bubble popularity that is won without merit and lost without crime. . . . I have been Senator thirty years. . . . I sometimes had to act against the preconceived opinions and first impressions of my constituents; but always with full reliance upon their intelligence to understand me and their equity to do me justice." —Thomas Benton (1855).

"I have faith that the human race can make its way through the treacherous mine field represented by the arms race in weapons of mass destruction. If it is to do so, however, American political leaders must not mistake slogans and discourtesy for strength; and Russian political leaders would be well advised to avoid the same error." —John F. Kennedy (1960).

"In this battle of the age-long war, what is the part played by the junior Senator from Wisconsin [Joseph R. McCarthy]? He dons his war paint. He goes into his war dance. He emits his war whoops. He goes forth to battle and proudly returns with the scalp of a pink Army dentist. . . . If he cannot view the larger scene and the real danger, let him return to his housecleaning. Let him sweep out all the dirt that is under the rugs, back of the furniture, and in the remotest corners. After he has done all this, let him take a pocket handkerchief and rub over the tops of the doors and window frames. He may find a little dust there, too. But let him not so work as to conceal mortal danger in which our country finds itself from the external enemies of mankind." —Ralph E. Flanders (1954).

"The great principle . . . is that the majority must govern, from which there can be no appeal but the sword. That majority ought to govern wisely, equitably, moderately, and constitutionally; but govern it must. . . ." —Henry Clay (1832).

"This is a Senate, a Senate of equals, of men of individual honor and personal character, and of absolute independence. We know no masters, we acknowledge no dictators." —Daniel Webster (1830).

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VOICES IN A DIALOGUE

Winners of the SR-Anisfield-Wolf Awards For Distinguished Books on Human Relations

By JAMES F. FIXX

"THERE needs to be dialogue between black and white," Louis E. Lomax told me a few days ago. "And if we're going to get anywhere, it's got to be honest dialogue." That there is a growing dialogue, and that it is becoming increasingly honest, is suggested by Mr. Lomax's **"The Reluctant African"** (Harper, $2.95) and by E. R. Braithwaite's **"To Sir, With Love"** (Prentice-Hall, $3.50), the two books just named winners of this year's Anisfield-Wolf Awards.*

The awards, initiated in 1934 by Mrs. Edith Anisfield Wolf and *Saturday Review*, are presented annually to the book or books dealing "most creditably with social and group relations." Selection of the winners was made by a jury consisting of anthropologist Ashley Montagu, Nobel Prize-winner Pearl Buck, novelist Lillian Smith, and Pulitzer Prize historian Oscar Handlin. Mr. Lomax and Mr. Braithwaite will share the $2,000 prize.

Mr. Lomax's book, a firsthand report on the forces behind the ferment in Africa today, is the work of a man whose career in journalism began when he was still in his teens. While in high school in Valdosta, Georgia, where he was born in 1922, he entered a contributors' contest held by the Valdosta *Daily Times*. Young Lomax won honorable mention with an account of the night pranksters soaked a vulture in gasoline, set it on fire, and panicked the town by freeing the flaming bird to fly over the rooftops.

Edith Anisfield Wolf—award donor.

At Paine College in Augusta, Mr. Lomax was editor of the campus paper. After working as a writer for the newspaper *Afro-American*, he enrolled for graduate work at American University, served as assistant professor of philosophy at Georgia State College in Savannah, did further graduate work at Yale, and eventually became a feature writer for the Chicago *American*. In 1959 he joined Mike Wallace's news staff in New York and became the first Negro to appear on television as a newsman (until recently he was news director for WNEW-TV). His articles have appeared in a number of major national magazines.

"The Reluctant African," written in fourteen days after the author's return from Africa last August, is a seasoned reporter's account of a journey from Cairo to Johannesburg. Mr. Lomax talked with African political leaders, lived briefly under apartheid, immersed himself in the life of Africa, and became convinced—as other observers have—that the methods Africans are using to struggle against white domination are identical with those of white segregationists in this country. He argues that African nationalism (directed against what Africans call "our growing enemy, the white man") has turned the continent into a powderkeg. Mr. Lomax writes briskly and with vast energy, as when he describes his indignation toward racial separatism, whether in Africa or the United States:

> Like most American Negroes, I have an irrevocable commitment to integration. It is our new faith, our contribution to the moral and political evolution of man as a social being. Without integration we come unglued, democracy fails, morality cracks, nothing adds up. And as one who has helped shape that faith by reporting from Little Rock; Sturgis-Clay, Kentucky; Clinton, Tennessee, and from the banks of the burdened Mississippi River as it yielded up the battered and lynched body of Emmett Till, I cannot accept any form of racial separatism.

The Anisfield-Wolf jury was not alone in its opinion of "The Reluctant African." The book, which had a wide and immediate impact when it appeared last fall, was described by reviewers as "disturbing," "the best treatment of this theme [black racism]," and "a story well worth the telling."

Mr. Braithwaite's book is an account of his year as a teacher at a white slum school in London's East End, a job he took after World War II when he discovered that, although he was a trained physicist, no one would hire a Negro, however well qualified. Faced with a class of forty-six hostile and unruly teen-agers, Mr. Braithwaite gradually won their respect by offering respect, along with some firm discipline and informed sympathy. The book's

(*Continued on page* 43)

*SR reviewed "The Reluctant African" in its November 26, 1960, issue; "To Sir, With Love," in its April 30, 1960, issue.

Louis E. Lomax — a journalist's warning from Africa.

E. R. Braithwaite—a schoolteacher's adventure in brotherhood.

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Poor Little Rich Wife

By Granville Hicks

WALLACE STEGNER is not a major literary figure, and he can no longer be regarded as a young man of promise; but he is one of the writers, and fortunately there are many of them, who have to be reckoned with. He has written one novel of remarkable power, "The Big Rock Candy Mountain," and if his other books are not so impressive, none of them is negligible. He looks at America with a sharp eye, and he writes with precision and sometimes with beauty.

"A Shooting Star" (Viking, $5) is a novel about infidelity, among many other things. It begins at the moment when thirty-five-year-old Sabrina Castro is telling her husband that she has been unfaithful to him. The significant thing for our understanding of Sabrina is that she cannot conceive of concealment. Adultery is a serious matter to her, and, as she notes, remembering T. S. Eliot, she cannot "smooth her hair with automatic hand and put a record on the gramophone."

> When practically every woman she knew had had, or now had, or would have many lovers; when adolescents were as promiscuous as street dogs, and every movie you went to, every play you saw, every novel you read was sex-obsessed; when the accepted way to recover from guilt feelings, if you were unfortunate enough to have them, was to repeat the offense that caused them, until you could accept it as natural; then, *then*, right at that moment of history, she would have to be torturing herself with notions like adultery.

The interview is wholly unsatisfactory; her husband is cold and aloof, and interrupts their talk to tend to his medical practice. She takes off for her mother's home near San Francisco. (Stegner's description of the drive from Pasadena is masterly.) She sees her lover again, most unhappily and finally, and a second interview with her husband turns out to be calamitous. With nothing to look forward to, she gives debauchery a brief fling, but that doesn't work either, for she is a young woman with standards.

By this time it is clear that the novel is about a good deal more than infidelity. Sabrina comes from a wealthy Boston family, and her mother maintains herself in California on the scale to which her ancestors, the Boston Wolcotts, were accustomed: "nine gardeners, a driver, a secretary, a butler, a cook, and a maid." The ancestors, with whom the mother, Mrs. Hutchens, is very much concerned, did nothing of note in their pampered lives. She herself, at seventy-five, takes the best possible care of her body, and gives in a whimsical way to pet charities.

Sabrina's brother Oliver is self-indulgent in a different way. He is a greedy playboy, aggressively occupied with sex, athletics, and the making of money. He combines the worst traits of the man who has always been wealthy and the man who is on the make.

> His was the kind [Sabrina reflects] that left eroded gulches and cutover timberlands and man-made deserts and jerry-built tracts that would turn into slums in less than a generation. They got awards from service clubs and resolutions of commendation from chambers of commerce . . . and it never occurred to the people who honored them, any more than it had occurred to themselves, that they nearly always left the earth poorer and drearier for their having lived in it.

To balance Sabrina's not very attractive family, we have the MacDonalds. Barbara, a friend of Sabrina's from childhood, is married to Leonard MacDonald, who teaches in a local high school at a low salary. They and their two daughters live in a housing development, which Sabrina finds hideous. Leonard defends it, not because he is a conformist but for exactly the opposite reason: because he believes he can be himself anywhere. He is himself, too, vital, humorous, self-assured, sometimes wise. Through Sabrina, he is employed by her mother to catalogue the Wolcott papers, and the contrast between two ways of life is thus dramatized.

"A Shooting Star" is in part a novel about money. Mrs. Hutchens's attitude is perfectly clearcut: "I have always felt that wealth is essential for grace and decency in living, but I have never thought the *making* of money anything but unattractive." Oliver, on the other hand, thinks making money is fun, like sex or sports car racing, and he always wants more than he has. Sabrina blames her unhappiness on her family's wealth: "The difference between the rich and poor is that the poor still believe in heaven. If you were born in heaven, and know it's a fraud, there's no place to go but hell. I'd give anything to have been born poor, so I could have tried to become something." She quotes a friend who says that American lives are trivial because there is no suffering in them. Leonard, for his part, believes that there is quite enough suffering to go round, and he thinks that money is a useful thing, though not something he is willing to sell his soul for.

This is also a novel about the lack of love. Sabrina grew up without a father because her mother's family broke up the marriage. Her mother, she feels, always put her own interests first. Although her marriage was not wholly bad, her husband indulged instead of loving her, and he cared more for his profitable practice than he did for her. When at last she believed she had found a great romantic love, it turned out to be a cheap substitute. At the end she is wise enough to know that, if it is her misfortune that she has never been loved, it is her great fault that she has never loved; the question is, can she do anything about it?

Leonard MacDonald, speaking to that point, tells her about all the work he plans to do on his old car. "But she'll still be a 1954 Chevy, she won't be a new car. And nobody should expect her to be. You dig me?" "You don't believe in conversion," Sabrina says. "You don't believe there's anything a person can do." Leonard replies: "I believe in repairs. Until they arrange a trade-in system it's the best we can manage." The last chapter, showing Sabrina with her mother, suggests that the repairs have begun.

AS I read the novel, I felt that it was loosely organized, and I still think that the story of Sabrina could have been told more directly. We don't need to know as much about her ancestors as Stegner tells us, and several episodes seem to be dispensable. On the other hand, I can see why Stegner wanted to give his book breadth as well as depth, and in particular I am glad that he did so much with the MacDonalds. They are exemplary characters for our times without being in the least implausible, and it is in her complicated relationship with them that we see Sabrina most clearly. What we have to remember about Sabrina is that, if she is damned, it is because she has a vision of salvation, and this, with luck, may save her. From the first, no matter how badly she behaves, we sympathize with her; in the end we dare to hope.

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BOOK OF THE WEEK

The Phoenix Rising

"The Forbidden Voyage," by Earle Reynolds *(McKay. 281 pp. $4.95), logs the author's historic cruise into the Pacific nuclear test area and his subsequent arrest and trials. Donald Keys is program director of the National Committee for a Sane Nuclear Policy.*

By Donald Keys

IN mid-1958, nuclear testing reached its height. Those who had pointed to the dangers of rapidly accumulating contamination had not been able to reverse the prevailing U.S. policy of secrecy. The American people were being asked to believe that what they were not told would not hurt them, that they should defer political and moral judgments on the most crucial questions to face the nation to partisan "experts."

One will never be able to assess the extent to which any particular effort contributed to a reversal of this policy and to the halting of the tests, but no protests captured popular imagination more than the David-and-Goliath sallies of the yachts *Golden Rule* and *Phoenix* into the testing grounds in the South Pacific.

The decision by the Reynolds family and their Japanese crewman to sail into the testing area, taken at sea after their circumnavigation of the globe, must have seemed at the time a singularly lonely one. But, as the Reynoldses recognize now, they were far from alone. They sailed for all of us: those of us with less courage, those of us with less vision, those of us who would have considered other commitments and securities as primary.

In a sense, I don't think Earle Reynolds ever had a chance to decide for himself. The Lords of Karma placed him in a set of circumstances that made their own inexorable demands.

He went to Hiroshima as a member of the U.S. Atomic Bomb Casualty Commission to study the bomb damage. Natives of Hiroshima built a craft for him which he named the *Phoenix*, and one of them sailed as crew with him and his family on a voyage around the world. In Honolulu they met the Quaker crew of the *Golden Rule*, who had been jailed for attempting to sail into the H-bomb testing Zone. The area lay across the *Phoenix*'s return course.

The growing evidence of perfidy on the part of the Atomic Energy Commission had weighed heavily upon Reynolds: "It seems more and more clear that the AEC has been playing false with the American public, and either withholding or misstating information which would give the people an understanding of radiation."

As an expert on the effects of radiation, Reynolds could speak with authority on the meaning of the explosions. There was no organization behind him; he was putting his yacht, his economic future, and his family on the line. And since Reynolds was just "not the type," it would be doubly difficult to dismiss his act out of hand. Should the *Phoenix* defy the AEC and sail into the forbidden zone?

Reynolds's study of the legal and scientific aspects of testing, and the family's growing friendship and admiration for the *Golden Rule* crew, caused a rapid evolution of attitude. The family decision was unanimous. The *Phoenix* sailed, completing the mission of the *Golden Rule*, and sharpening the symbolism of the protest.

After penetrating the testing area, the *Phoenix* was intercepted on the high seas and forced to put in at Kwajalein. Reynolds was flown under arrest to Honolulu.

THE dramatic story of the voyage and the irregularities and indignities of the arrest are quickly told. Reynolds was to learn that these were only the beginning. Had he known what lay ahead, perhaps he might have had second thoughts about the trip. There was the first trial, in which he was denied the right to his own choice of counsel. There was the anxious sixty-day wait in Honolulu while his plucky wife, Barbara, and his son Ted as skipper, sailed the short-handed *Phoenix* back from Kwajalein against fickle winds. There was the second trial and the second appeal.

Reynolds had taken on a large corner of the Establishment—not only the AEC but the Defense Department as well—and it slapped back at the little group that dared to threaten its authority and challenge the moral and legal basis of its actions.

Reynolds learned quickly that justice carries a price: court costs—even for a mistrial; travel expenses, legal fees, professional ostracism, hardship and ridicule for his family. The account of the trials and the court scenes is fascinating. Readers will join him in a painful education to the imperfections in the machinery of justice. If the Court could not convict him fairly, it would convict him dishonestly; the Establishment could not allow the image of his action to stand. The Court showed great haste in securing the original conviction. Then the interest of the government changed. Thereafter, it lay in delaying the pro-

—From the book.

The Phoenix—"failed for those of us with less courage . . . less vision."

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ceedings as long as possible: "The strategy was nakedly plain. Conviction, appeal, new trial, conviction, appeal, new trial . . . until our money or our strength gave out." In his struggle against the inequities of the Court, Reynolds won a battle for all of us.

To Skipper Reynolds's lasting credit, he would not allow an acquittal to turn upon any of the lesser infractions of justice which were visited upon him. He pressed on, forcing the courts to decide upon the larger issue: did or did not the AEC have the right to make up regulations roping off large areas of the high seas? He won, but the Establishment won too. Because of the many delays, the impact of the decision was not brought to bear when the issue was most pertinent.

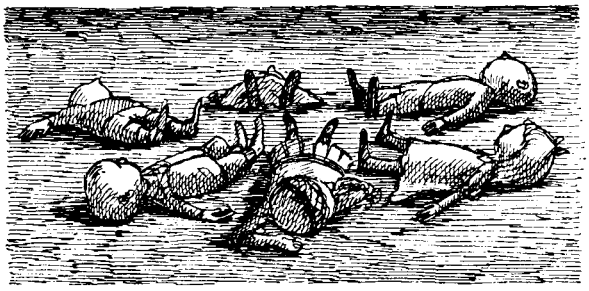
A secondary aspect of "The Forbidden Voyage" is of particular interest to me. The volume stands for the present as the only available chronicle of that remarkable and shameful period, giving a clear account of the fallout question and the effort made by a heroic few to wrest vital decision-making information from the runaway Atomic Energy Commission. Reynolds describes a Congressional hearing on fallout: "I saw for the first time, in action, the political manipulation of science and scientists . . . the formidable power of the AEC, strong enough to dictate the actions of Congressmen, stage-manage an ostensibly objective inquiry into truth and obtain, by various means, the lion's share of newspaper space on its own terms."

One can only speculate on the extent to which the new chairman of the AEC, Glenn Seaborg, will be able to make the needed drastic changes.

The book, written in journal form, reads like a novel, though it could not have been written as one without courting dismissal as being too improbable. Reynolds's first-person style is engaging and fresh. The portrait of the family is intimate.

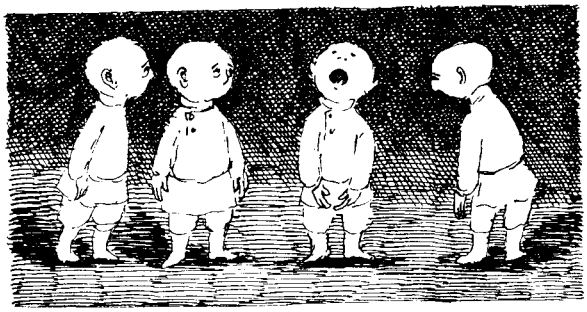
"The Forbidden Voyage" should serve to awaken a lot of people. Reynolds's awakening began in Indonesia, where in conversation he mentioned how bravely the Japanese people had faced the tragedy of the A-bombing. "An Indonesian official said, 'Yes, those people were very brave. It will be interesting to see if *your* people will be as brave when your turn comes.' I was shocked. 'When our turn comes? Do you expect the United States to be bombed?' 'My friend,' said the official, 'the bombing of Hiroshima was not the end, it was the beginning.' "

SONGS FOR OUR TIME: In **"Quake, Quake, Quake: A Leaden Treasury of English Verse"** (Simon & Schuster, $3.50) Paul Dehn has refashioned some favorite poems and nursery rhymes to fit them for an age that has left the contemplation of nature for the more active occupation of destroying it. Demurely lethal drawings by Edward Gorey add to the sense of immediacy.



Ring-a-ring o' neutrons
A pocket full of positrons,
A fission! A fission!
We all fall down.

Rain before seven
Dead before eleven.



Our world is so full of a number of Things
That it's very surprising when somebody sings.

Bombs shall dig our sepulcher
And bigger bombs exhume us.
Gaudeamus igitur
Juvenes dum sumus.

A red sky at night
Means it went off all right.

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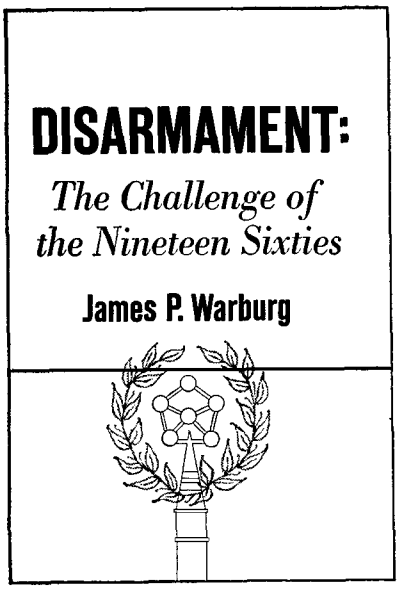
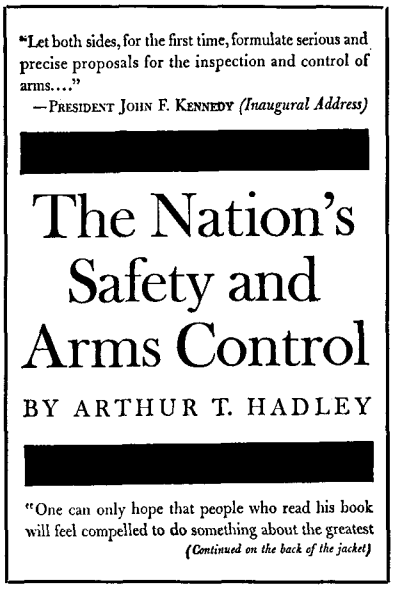
Books in the News




"Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms...."
—PRESIDENT JOHN F. KENNEDY (Inaugural Address)
The Nation's Safety and Arms Control
BY ARTHUR T. HADLEY
"One can only hope that people who read his book will feel compelled to do something about the greatest
(Continued on the back of the jacket)

No Victors, Only Victims

By Charles O. Porter, *former Democratic member from Oregon of the House of Representatives.*

IN HIS inaugural address President Kennedy said, "Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms. . . . " Here was an area of grave neglect and unprecedented peril.

Except for Harold Stassen's ill-starred efforts, the Eisenhower Administration did nothing substantial to advance disarmament. Along with most Americans and persons in other Western nations, they believed that disarmament was necessary, and frequently said so, but that it was not practical, which usually wasn't said.

At the ten nations disarmament talks in Geneva last year, for example, neither the United States nor the Soviet Union bothered to ask for or to submit an agenda for the conferences, an essential procedure if you mean business, an embarrassment if you don't.

Late last summer I asked Secretary of State Christian Herter why, when we were spending $45 billion annually on armaments, there were only twenty-nine persons in the Department of State working on disarmament. "You must be mistaken," he told me politely. "I am sure that there are at least forty."

Under the direction of John J. McCoy, Presidential adviser on disarmament, and with the close supervision of Senator Hubert Humphrey, Jerome Wiesner, McGeorge Bundy, and others, the Kennedy Administration is undertaking to carry out the President's campaign pledges.

The most recent United States disarmament proposal, presented June 27 last year, while neither "precise" nor "serious" in the sense that our government expected it to lead to a treaty, did reaffirm the United States commitment, which had been previously made by us and all other members of the United Nations, to "general and complete disarmament under effective international control and agreed procedure for the settlement of disputes in accordance with the principles of the United Nations Charter."

It is not, however, as yet clear whether the Kennedy Administration's evolving policies are aimed directly at this sort of disarmament or at what is known as arms control, which is a mutually agreed deceleration with limitations so as to make war possible again.

Two excellent books have appeared that present the two points of view. They are also interesting expositions of the current world arms situation and how it evolved. James P. Warburg, author and percipient statesman-at-large, draws on twenty-seven years of study and involvement in public affairs in writing his twenty-second book, **"Disarmament: The Challenge of the Nineteen Sixties"** (Doubleday, $4.50). Arthur T. Hadley, an experienced journalist, consulted with many top Kennedy advisers in the course of writing **"The Nation's Safety and Arms Control"** (Viking, $3).

Both books ought to appeal to President Kennedy himself, his chief advisers, and every American concerned with day after tomorrow. This is still a world of hair-trigger and massively lethal weapons, endemic cold war, and a billion people awakening from centuries of misery. Warburg and Hadley agree on the grim immediacy and the broad extent of our common peril. Hadley tells of our continuing to make nuclear warheads with ever-increasing efficiency, even though we now possess a stockpile with the total power of thirty-five billion tons (kilomegatons) of TNT or more than ten tons for every person in the world.

The spread of nuclear weapons must be halted, the authors agree. They also agree that the greatest danger is from war by accident, a danger that becomes worse every day. They agree that there has been a default in leadership and that much research needs to be done so that precise plans can be devised. "There are few experts," writes Hadley, "there is no doctrine, no history, next to no research, no precedents."

Both refer to the need for public opinion to catch up with the facts about the proximity of catastrophic war but neither of them does much more than recognize the problem. Warburg declares that we can't strengthen world organization without attaining a world-wide consensus that war is useless as an instrument of national policy.

Hadley writes, "Diplomacy, research, weapons analysis, political attitudes, and Presidential decisions must all be blended successfully together." A formula is more than a list of ingredients. Both authors could have said more about how people are to be informed of their plight, its urgencies and alternatives.

Hadley is right when he says, "The resistance toward developing the A-bomb or appropriating money for foreign aid was as nothing to the resistance and suspicions toward arms control." And even more so, I add regretfully, toward disarmament. To win approval of any disarmament or arms control treaty by the United States Senate, the President must mobilize every resource —churches, labor unions, service clubs, women's clubs, schools, colleges, everything, as was done in 1945 to assure our participation in the United Nations.

The arms control school, according to Warburg's analysis, believes that

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"human nature" makes war inevitable but that it can be limited in scope and in the nature of the weapons employed. The disarmament school denies that war in a thermonuclear age can be limited or controlled and asserts that abolishment of war can only be done through universal disarmament and adequately enforced world law.

Warburg writes that "not even the most powerful nation-state can any longer protect the lives, let alone the welfare of its people."

Our vulnerable nuclear weapons and our lack of conventional forces to fight limited wars create an unstable situation, Hadley says. "Once America and the Soviet Union have gained a more secure deterrent and the United States capacity for non-nuclear answers is more nearly equal to that of the Soviets, the outlook for fruitful negotiations on arms control will be far brighter."

Warburg accepts arms control as a step toward disarmament, but as an end in itself he rejects it. He points out that the elusive and fragile power equilibrium could instantly be destroyed if one state switched its allegiance.

Hadley himself concedes another apparently fatal flaw in arms control when he admits that the "stable end point" sought by arms control will hold up "at least briefly." That is too modest a goal for a national security policy. The stability is unstable. Technological change, the hallmark of our age, would alter any balance.

Even if both sides of the cold war honestly tried to shape their military policies to reach "stability" instead of superiority, and concentrated on making their nuclear weapons secure through concealment, mobility, and hardening, and further, if the United States did develop a capacity to fight non-nuclear brush-fire wars, the question persists: How stable is an arms race where the contestants agree to tie one hand and one foot?

Not very stable, I'd say. Billions of dollars and rubles would continue to pour into arms research and development. Other means to assure victory in non-nuclear skirmishes would be sought. War is intrinsically extreme and defies limitations.

At bottom, arms control, in Warburg's view, is a theory created by wistful men who can't accept that war is obsolete but who do recognize that in war's modern form there can be no victors, only victims; and who, not without reason, question man's ability to settle disputes among nations judicially through a supranational organization.

Both disarmament and arms control

(*Continued on page* 42)

FICTION

Locked Away from Love

"The Shame of Our Wounds," by Arthur J. Roth *(Crowell. 214 pp. $3.95), is a quietly shocking story of an orphanage, written by a man who grew up in one. As a journalist and magazine writer, Margaret Parton has often specialized in problems of youth and juvenile delinquency.*

By Margaret Parton

OFFHAND, this reviewer can think of only a scattering of novels that have stirred public conscience to a point where social reform was achieved as a direct result of the book. "Uncle Tom's Cabin," of course. "Oliver Twist" and "Nicholas Nickleby." Upton Sinclair's "The Jungle." Steinbeck's "The Grapes of Wrath." And, most recently, "The Ugly American."

Laconic, "The Shame of Our Wounds" is totally unlike those sprawling six except in one respect: it shocks and moves the reader so unbearably that action seems to offer the only help for the pain which has been aroused. Unless the reading public has indeed lost all capacity for moral concern it seems possible that Mr. Roth will have accomplished a lot more than the writing of a fine and bitter little novel.

According to the book's jacket, Arthur Roth, the author of two previous novels, was born in 1925 and from the age of five to thirteen lived in various orphanages and institutions, including the New York Catholic Boys Protectory. Later he joined the Irish Army and acquired a university education. Suspecting that this novel is at least in part autobiographical, one can only marvel that a writer of his sensitivity could emerge from such a background.

The orphanage is the New York Catholic Boys' Institute, and the boy who is brought there one day in the spring of 1938 is twelve-year-old Jerry Callum, who is believed to need more confining care than the gentle nuns could provide. The boy is not vicious, Sister Margaret Mary explains to Brother Matthew. It is only that he keeps running away—and also, he's a bed-wetter.

Nobody bothers to ask Jerry why he has run away five times, and fully intends to do so again. But the answer, at least to a twelve-year-old, is very simple: his mother is dead, but his father is alive in a mental institution "somewhere." And Jerry has only one determination in life—to find his father.

Arthur J. Roth — "a lot more than [just] a fine and bitter little novel."

While he looks for a new way to escape from this prisonlike orphanage, Jerry learns to know its ways and population. The danger in the toilet at night. The brothers with their whipping canes. The cruel laws of the gangs. And finally, by enduring pain and not crying, he joins a gang and makes a friend. Like Jerry, tough little Red Malone is also determined to escape. Red is luckier than Jerry: he has an aunt on Staten Island, who gave him a real present one Christmas. Surely she will take them in, if they can only make it to her house?

And make it they do, over the walls and through the jungles of New York slums, all the hot way across Staten Island to the warm and betraying embrace of Aunt Judith. But anyway, it was a glorious try. And for Jerry, "bound in winding sheets of pain" from his last and most brutal caning, there is still the fierce determination. "Bless me, Father," he whispers, "for I run away six times."

In Mr. Roth's orphanage religion is meaningless, love and understanding nonexistent, and hope is found only in the children's capacity for tough and conniving endurance—qualities that also make good criminals. But of course all this was twenty-three years ago, and orphanages can't be like this any more —or can they? If anything can drive our society to make sure of the answer to that question, it is this insistent novel.

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History on a Warpath

"The Winter War," by William Wister Haines *(Atlantic-Little, Brown. 247 pp. $3.95), recreates the U.S. campaign against the Sioux following Custer's defeat. William Hogan is literary editor of the San Francisco Chronicle.*

By William Hogan

UNDER a treaty of 1867 the Sioux gave up a large chunk of their nation and retired to a Dakota reservation. Discovery of gold in the Black Hills brought a rash of grubby prospectors into the territory. The Sioux revolted against this and other encroachments, and in what must have been their finest hour they wiped out a U.S. force under the command of General G. A. Custer.

The veteran cavalryman's spectacular failure in June 1876 made him a hero, albeit a controversial one, around whom as much legend as known fact has been promoted since.

What occurred in the wake of the notorious affair at Little Big Horn is the basis of William Wister Haines's historical novel, "The Winter War." And if his efforts contribute to fostering legends out of the Sioux country rather than pinpointing fact, there is no question that he has performed a yeoman job of storytelling here. For this is a brisk, leathery, masculine narrative by a writer who dealt very skilfully indeed with a more modern military situation in the memorable Air Force novel "Command Decision."

It was General Nelson A. Miles, hero of Antietam and Fredericksburg (and once custodian of Jefferson Davis), who actually quelled the Sioux revolt. In '76 Miles was in command of the U.S. Fifth Infantry Regiment based at Fort Leavenworth. His men, bored and seedy with inaction, sprang to life with the news of Custer's defeat. They boarded a river boat for the trip up the Missouri and Yellowstone to the prairies and badlands. Every effort, Haines explains, has been made to portray the essential truth of Miles's subsequent campaigns and battles. But it is a fictional character, one Colonel David Selkirk, who maps the strategy for the Sioux defeat.

The Sioux, he felt, would be elusive in the summer field. They could be handled only when hibernating, or hunting, during the winter. This calculated risk of winter war is the basis of Haines's novel. The juice of it is in the narrative of day-to-day infantry life

William Wister Haines — ". . . brisk, leathery . . ."

of that time; the delineation of a variety of believable characters; the changing terrain and the seasons until the time is right for attack.

The author takes a calculated risk himself by introducing an unlikely girl as stowaway on the military river trip. She is Lita Littleton, daughter of a missionary, who had lived with the Sioux and has little love for the American military. She is perhaps a cinematic touch. Yet before she dissolves into cheapness or mere gimmickry Haines weaves her logically into his narrative. Her only danger is that she, too, may help to perpetuate legends out of this grim period of Western history. Haines is, of course, writing "fiction grafted onto fact." If we accept Colonel Selkirk, Sergeant Atler, and other strong characters of the author's imagination, we accept the girl and welcome one of the season's most satisfactory outdoor literary performances. This is history as it might have been, well told as entertainment.

THE FOREIGN HABITAT: "People are so different when they're back in their own country," laments an Alec Waugh heroine, who picks for husband one of several Englishmen visiting her native Lebanon but discovers later in London that another would have made a better match. This difference, this strangeness, which betrays a man when, wrested from his natural habitat, he is placed in an alien setting is the secret behind half the persons in the thirteen short stories comprising **"My Place in the Bazaar"** (Farrar, Straus & Cudahy, $3.95).

Though he is himself a traveler, Waugh could have stayed home and run across some of the other characters about whom he writes: the fellow in Soho who snitched money from the purse of the girl he entertained at dinner; two young women respectively wild and innocent who are treated as though they were respectively innocent and wild; the baronet who, in an exceptionally intriguing twist of plot, resents his wife's complacent assumption that her inoffensive husband could not possibly be guilty of the sex crime for which he is arrested.

These are of course romantic figures, but the true romance in this volume is in the nostalgia for the unfamiliar, the curious, the distant, for the trip in the elephant train, for fishermen hauling in their nets on the lonely lagoon shore, for lounging beside a coconut grove beneath a casuarina tree, for the exile in linen shorts, sandals, and silk shirt pouring tea on the bungalow veranda. This is the Somerset Maugham formula, and no less the Alec Waugh, and it has produced some exceptionally good reading for all it is hoary. You're not surprised to find a reference to Pierre Loti, who also waxed sentimental about the South Seas. If you have the impulse to carp that mention of Loti dates the writing and the writer, you have the wit to refrain, for you suddenly realize that it dates you, the reader, too, and you are reminded to ask, what's wrong with that?

Nothing is wrong with that, obviously. Loti made and makes good reading, and likewise Maugham and Waugh, who, besides, has a knack for adding to a well-turned plot a beguiling extra turn, as in the story that developed into a movie, "Circle of Deception."

These stories are all told in the first person. They cover thirty-two years, from 1920 to 1952, and the best ones are easily the last, from the writer at his most experienced, in 1950 and '52.

—W. G. ROGERS.

FRASER YOUNG'S

LITERARY CRYPT NO. 930

A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer No. 930 will be found in the next issue.

ABCDE DFC GCFH IJKL
MANC KLAMBFCO – HPJF
PQO DFC QPOBCFRJM.
DOPOHIPJE.

———

Answer to Literary Crypt No. 929

Social progress does not have to be bought at the price of individual freedom. —JOHN FOSTER DULLES.

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USSR

Beginnings of Tyranny

"Russia and the West Under Lenin and Stalin," by George F. Kennan *(Atlantic-Little, Brown. 398 pp. $5.75), analyzes Soviet foreign relations from the First to the Second World War. David J. Dallin is author of "The Changing World of Soviet Russia," and other studies.*

By David J. Dallin

AS A U.S. diplomat and historian of Soviet-American relations, George F. Kennan has attained the stature of a national figure, especially in the last decade. He served as U.S. Ambassador to the Soviet Union during the crucial years of Stalin's anti-American drives, until the Soviet dictator put an end to his activities in Moscow. As a historian of United States policy, Mr. Kennan has published two instructive volumes on the era of the Soviet peace with Germany of 1917-18 and the American intervention. He was no doubt writing another volume when the new U.S. Government recalled him to the foreign service, appointed him Ambassador to Yugoslavia, and put an end to his scholarly work. From now on Mr. Kennan's reports will be marked "confidential" and will not be made public before the mid-1970s.

The book under review is thus a kind of conclusion, at least for some years to come, of Mr. Kennan's work as a historian. Half of the present volume is devoted to developments during the first part of the 1920s; the events of the 1930s and of the Second World War are analyzed in less detail. Mr. Kennan has been able to concentrate on some of the developments that throw light on the events of our day, especially the relations between Soviet Russia and Germany after the First World War, the rapprochement of the two powers, their joint pressure on the West, the Brest-Litovsk Treaty, the Stresemann era, and the memorable "pajama meeting" between the Soviet and German delegates at the seaside resort of Rapallo one night during the Genoa conference.

Forged documents played a substantial role in the history of European relations of that period. Among them was the "Zinoviev letter," in all probability a forgery, which nevertheless decided the outcome of the British parliamentary elections of 1924 and brought about the fall of the Labor government. In his biography of Stalin, Mr. Kennan mentions another document, recently published and probably no more genuine than the Zinoviev letter, which was intended to prove that the late Soviet leader had served as a police informer between 1906 and 1912. Mr. Kennan apparently attaches some importance to these doubtful "revelations."

Historical portraits of the statesmen of the 1920s and 1930s are drawn by the author with objectivity and skill and in an excellent literary style. His picture of Hitler refutes the oversimplified version produced by the anger and revulsion that the Nazi leader aroused in the West:

> Behind that Charlie Chaplin mustache [writes Mr. Kennan] and that truant lock of hair that always covered his forehead, behind the tirades and the sulky silences, the passionate orations and the occasional dull, evasive stare, behind the prejudices, the cynicism, the total amorality of behavior, behind even the tendency to occasional great strategic mistakes, there lay a statesman of no mean qualities: shrewd, calculating, in many ways realistic, endowed — like Stalin — with considerable powers of dissimulation, capable of playing his cards very close to his chest when he so desired, yet bold and resolute in his decisions, and possessing one gift Stalin did not possess: the ability to rouse men to fever pitch of personal devotion and enthusiasm by the power of the spoken word.

Hitler was, of course, not a mountebank; but if evil can be great, then the quality of greatness, Mr. Kennan believes, cannot be denied him.

On the Russian side, Hitler's proponent and opponent was Stalin, whom the author describes as a man cautious, secretive, ruthless, and suspicious of his comrades and associates. Nevertheless he was capable of the most cold-blooded realism when it came to dealing with those whom he recognized as ideological adversaries. He "was a man who was more comfortable with avowed enemies than with avowed friends: he knew better where he stood."

Vyacheslav Molotov, one of the few survivors of the great drama of the 1930s and 1940s, still plays a role, though a subordinate one, in the Soviet foreign service. In negotiations with Hitler and Ribbentrop, as well as with Roosevelt and Churchill, Molotov was an "old workhorse of the Russian Communist movement, a man with the physique of the old-time barroom bouncer, with iron nerves and poker face, imperturbable, stubborn, immovable in argument, and withal a master chess

(*Continued on page* 38)

Your Literary I. Q.

Conducted by John T. Winterich

PEDAGOGICAL MUSICIANS

Some of our great musicians, distinguished as performers, conductors, or composers, have also written textbooks on various phases of music. Nan Cooke Carpenter of Missoula, Montana, lists a dozen such works and asks you to match them with their authors. Answers on page 35.

1. "A New Way of Making Fowre Parts in Counter-point"	( )	K. P. E. Bach
2. "A Plaine and Easie Introduction to Practicall Musicke"	( )	Hector Berlioz
3. "An Investigation of the True Way to Play the Clavier"	( )	Thomas Campion
4. "Ars Nova"	( )	J. J. Fux
5. "Gradus ad Parnassum"	( )	François Couperin
6. "L'Art de Toucher le Clavecin"	( )	Paul Hindemith
7. "Method of Playing the Flute"	( )	Thomas Morley
8. "Principles of Orchestration"	( )	Leopold Mozart
9. "School of Violin-Playing"	( )	J. J. Quantz
10. "Traditional Harmony"	( )	J.-P. Rameau
11. "Traité de l'Harmonie"	( )	Nicolas Rimsky-Korsakov
12. "Traité de l'Instrumentation"	( )	Philip de Vitry

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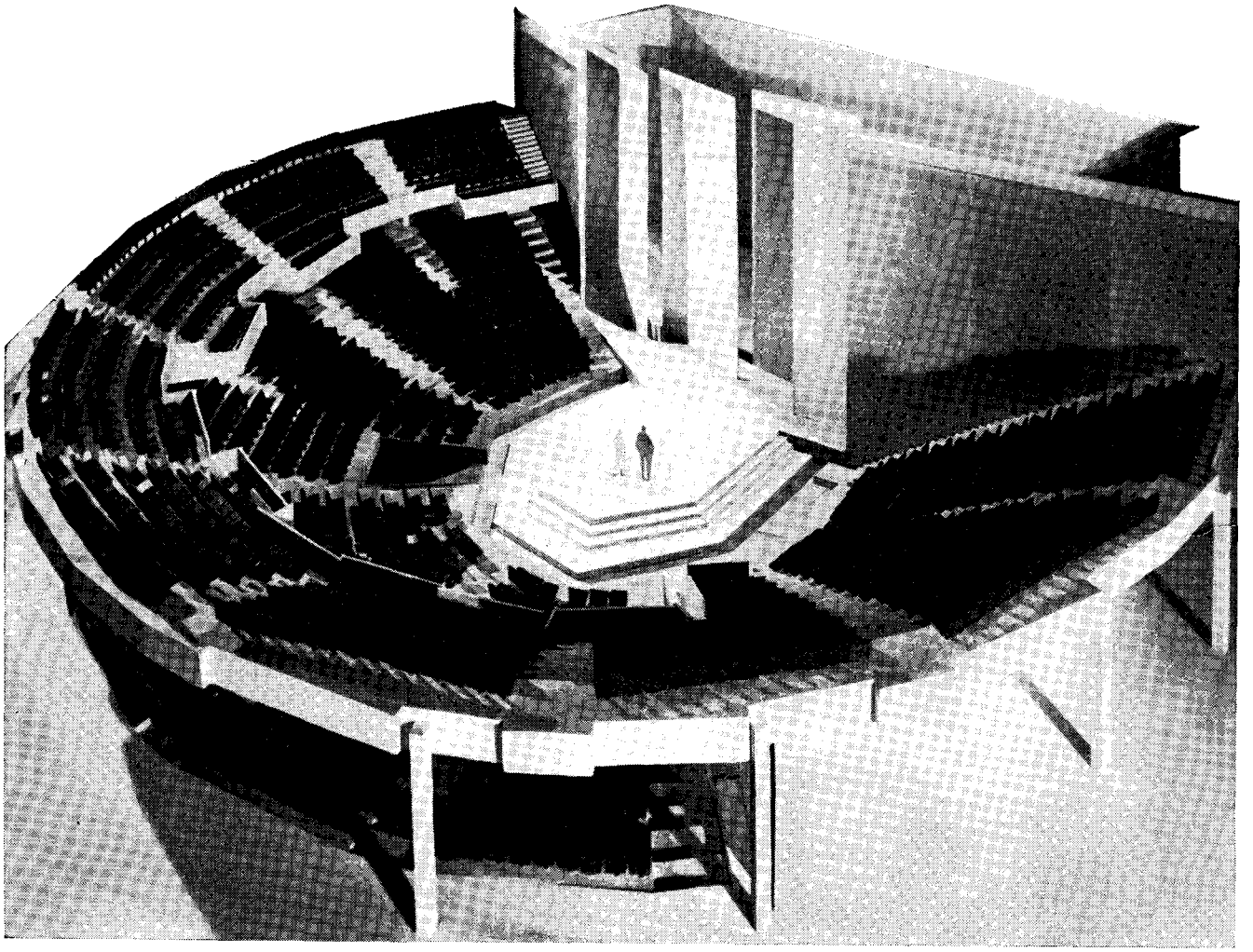

Model of Twin Cities' new theatre—Can Tyrone Guthrie's lightning strike twice?

A THOUSAND MILES FROM BROADWAY

By HENRY HEWES

MINNEAPOLIS.

FOR MANY years now, almost everyone has been exclaiming that Broadway is incurably sick, and that the only way to revitalize the American theatre is to spread it out across the land. While a great deal of effort has been expended in various attempts at such decentralization, the results have fallen somewhat below what Broadway continues to achieve in its best offerings. The principal reason for this is that almost none of our established stars have been willing to leave the New York and Hollywood market places for any appreciable length of time.

Their attitude is understandable. Since national recognition and the big money are to be found only in these two centers, any extended absence from them—no matter how fine the work they do in the interim—becomes a marking of time, or even an assumed "setback" in their careers.

On the other hand, the working conditions in New York are also unsatisfactory. Performers tend to find themselves either out of work after abbreviated appearances in unlucky productions, or, if in "lucky" ones, playing a single role eight times a week for two or three uninspiring years. Add to this the chaos, the corruption, and the cost-conscious pressures of present-day "show biz," and the picture becomes a depressing one indeed. The successes are often harder to take than the failures.

How can this dilemma, whose debilitating effects are passed on to the audience, be resolved? Nobody really knows, but there couldn't be better news than the recent announcement that beginning May 14, 1963, Sir Tyrone Guthrie will produce a twenty-week repertory season at a new theatre to be built in the Twin Cities of Minneapolis and St. Paul. For Sir Tyrone is one of two living directors with a forcefulness and a reputation great enough to attract the very best professional actors and thereby achieve the highest standards of performance and production with a company located so far from New York.

The story of how the Twin Cities were chosen for this exciting new venture began two years ago, when Broadway producer Oliver Rea met with Guthrie, then fifty-eight years old, and told him he wanted to help bring about any project in which the director might be willing to work. Guthrie suggested that America might be ready for a first-rate repertory company in some city other than New York. Furthermore, he was willing to commit himself to it for its first three years of operation, as he had in establishing with Tom Patterson

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the most exciting new theatre in the world at Stratford, Ontario, in 1952.

Armed with this commitment, Mr. Rea and his partner, Peter Zeisler, announced the formation of their nonprofit enterprise and started looking for the right city. The search for a home eventually boiled down to three choices: Detroit, which had the money but seemed to lack a true center of town; Milwaukee, whose building program for the arts could not provide a new theatre until 1964; and the Twin Cities, which didn't have the money, but which Guthrie preferred intuitively. "Minn will come through," he kept telling his frequently discouraged producer.

"Minn" had been brought into the picture by Dr. Frank Whiting, head of the University of Minnesota's Drama Department. While Dr. Whiting badly needed a new university theatre of his own, he felt that in the long run the establishment of a nationally important theatre here would ultimately increase popular interest in his activities, and he endorsed the project. However, Dr. Whiting found it difficult to get pledges of the size necessary to underwrite a $1,900,000 building. He therefore persuaded John Cowles, Jr., thirty-one-year-old associate publisher and vice president of the Minneapolis *Star & Tribune*, to take over this formidable assignment.

The young Mr. Cowles made the initial and all-important breakthrough when he combined forces with H. Harvard Arnason, then director of Minneapolis's Walker Art Center, which needed an auditorium in which it could give its oversubscribed lectures and concerts. Could the Guthrie Theatre serve this additional purpose at less or at least no more than its own auditorium would cost?

If so, Mr. Arnason was willing to recommend to the T. B. Walker Foundation that it donate the vacant area next to the museum and $400,000 to the project on the condition that it raise the balance of the building cost within one year. The Foundation acted upon the recommendation and on May 17, 1960, announced the conditional gift. Two weeks later the jubilant Rea, Zeisler, and Guthrie accepted Minneapolis-St. Paul as the site for the theatre.

IT was a fine start, but the project was still by no means a certainty. The Tyrone Guthrie Theatre Foundation was set up, with Louis Gelfand employed as a one-man administrator, fund-raiser, and public relations man. Working with an eager young board of directors, the group has so far raised $900,000 over and above the Walker gift.

The unusual thing about this drive is the preponderance of men in their thirties and forties who have undertaken the responsibility for it. For in every community the wealth tends to be in the hands of the older people, who are generally conservative in their support of artistic ventures. (Less than 2 per cent of all foundation giving goes to the arts.) This means that the drive has been aimed at the young-minded among the older generation and the youthful intelligentsia who are vitally concerned about their future leisure time. Since Minneapolis-St. Paul includes a university community of 28,000, and since it is the most rapidly growing metropolitan area in the United States, the field for modest but enthusiastic contributions from future theatregoers should be fertile. Pierce Butler III, chairman of the Walker Center Board, points to the quadrupling of attendance at Institute activities, and to the 92 per cent capacity attendance of the symphony, as signs that the community here has the intellectual vigor to appreciate the theatre project.

THERE are, of course, other obvious benefits the theatre will bring to the Twin Cities. Because businesses have come to recognize the role good art, good music, and good theatre play in keeping their most valuable executives and workers from switching to other cities with better facilities, the theatre will no doubt attract more high-quality industries to the area. Then, too, in an age when every American city is beginning to look like every other American city, the best way to hold onto a definite, recognizable personality is through the establishment of unique structures which, like the Frank Lloyd Wright Theatre in Dallas, give a special distinction to the community. The need here for such distinction is grave, for a current $70,000,000 Lower Loop development program threatens the city's architectural personality. While the conspicuous Foshay Tower and the old-fashioned County Court House seem secure, the scheduled demolition of the Metropolitan Building with its colorful twelve-tiered glass arcade will soon diminish the city's distinctiveness even further.

The present plans and model suggest that the Tyrone Guthrie Theatre will be distinctive in the extreme. For while it owes something to the Canadian Shakespeare Festival Theatre in Stratford, Ontario, it has many new features. Guthrie, who likes to jar his audience into attention, has encouraged architect Ralph Rapson to make the auditorium asymmetrical (see photograph of the model). While there will be, for many productions, the open stage with exit tunnels that permit quick access to and egress from the front of the performing area, and none of the proposed 1,400 seats will be more than fifty-eight feet from the open stage, the new theatre can, as Stratford cannot, be mechanically changed into a picture-frame-stage playhouse, for productions that require such treatment, by loading blocks of seats onto three stage elevators from below.

THE company will operate with an annual budget of $580,000, which means that it can break even if it sells 75 per cent of its seats. Sir Tyrone, who can be difficult about money when it is someone or something he doesn't relish, put himself down for what Mr. Rea calls a ridiculously small salary, but it will be possible to pay the two top performers $600 a week each. While this is much less than the Broadway salary commanded by Christopher Plummer, Julie Harris, and others who have professed interest in coming, it is still enough to protect the artist from too severe a financial sacrifice. The players will perform a variety of roles in both classical and modern plays and the attractions will alternate each evening in true repertory fashion.

Since Sir Tyrone has always recognized that a healthy theatre must be independent of the need for importing talent or for individual strongmen, he hopes to train American actors, directors, and technicians to meet the requirements of a classic repertory program. At present he finds too many of our most vital actors deficient in speech training and stage movement, and expects in the beginning to prime the pump with some trained performers from Canada and England.

To help resolve the training problem, the McKnight Foundation has made a grant to the University of Minnesota's drama department to help it inaugurate a fellowship program for the best graduate students from all the drama schools. From this already select group, the company will hire its pick. Dr. Whiting sees this as a long overdue step toward keeping the most talented students from abandoning the theatre.

With this combination of careful planning, vigorous community support, and top talent, the unique Tyrone Guthrie Theatre may sink its roots deep in the soil of America to become one of several truly American theatres. As such, its productions can be toured to other countries as a sample of our best and most representative work. To the skeptical, one can point to the Canadian Theatre and hope that Sir Tyrone's lightning will strike with equal effectiveness in the Twin Cities.

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Conversations Between Two Cultures

A HARSH fact that Washington must face sooner rather than later is that this hemisphere houses two cultures that really do not understand each other: the Hispanic culture of Latin America and the essentially Anglo-Saxon culture of the United States. The $500 million Kennedy social-development fund for Latin America, although a major material force, is no answer to the urgent need for a spiritual and intellectual discourse among the Americas.

It is as difficult for the North and South within the hemisphere to meet as it is for Kipling's famous twain, the East and West, to mingle in the vast Pacific. It is as difficult, and as crucial. East, West, North, and South, we must talk with each other and listen.

The fiasco in Cuba and the relentless pressure of Castro and Communism on our Latin neighbors demand some fresh communion of purpose among the Americas, not just more military or economic hardware.

What is needed is an agora, a public square in the classic Athenian mold, where leading citizens, teachers, and students from all corners of the hemisphere can gather and get to know each other in an environment free of all prejudice of class, creed, color, or culture.

This forum could best be realized by the establishment of a North-South Center at the University of Puerto Rico in San Juan, along the lines of the East-West Center now taking shape at the University of Hawaii in Honolulu, the new meeting place of Asia and America (*SR*, Nov. 12, 1960).

Puerto Rico would be the ideal setting in this hemisphere for such an inter-American community of students and scholars. The island's culture is not only Hispanic in origin and contemporary tone, but is itself engaged in a ferment of social change more constructive than anything under way in Cuba or any other American republic.

Under the imaginative leadership of Governor Luis Muñoz-Marin, the bootstrap revolution of Puerto Rico has commanded respect throughout the Americas. It has been a fundamental social upheaval which through wise statesmanship has enjoyed a peaceful history and the friendly collaboration of the United States.

In Puerto Rico the yearnings of the peasants of Cuba, the aspirations of the hemisphere's intellectuals, the struggles of popular leaders of Latin America are all instinctively understood. At the same time there is no dark gulf of misunderstanding between the United States and Puerto Rico. The national cultures of North and South mingle easily in Puerto Rico in a creative partnership.

THIS could be the meeting place, the agora where an invaluable dialogue of two cultures could take place for the enrichment of the entire hemisphere.

To the North-South Center would come Latin American students taking courses in North American civilization, history, politics, economics, literature, sociology, or public health, while U.S. (and Canadian) students would take similar courses in the broad range of Latin American history, geography, and culture. The only two required subjects would be English for the Latin Americans and Spanish or Portuguese for the North Americans.

The ideal student from North or South would be one planning a career in the service of his country somewhere in the hemisphere. The Latin American student, especially, would be the potential leader, the educator, the public-service-oriented personality who will be exercising power somewhere in his country within the next decade.

In Puerto Rico the Hispanic and *Yanqui* cultures have already achieved a happy harmony. The vital intellectual and political atmosphere of the island, as well as its shining climate, friendly people, and diversified cultural and recreational resources, would provide an ideal setting for the Center and its work. Modern industry, a changing agronomy and peasantry, a sense of historical purpose and cultural evolution are all there for the students from the Americas, North and South, to observe at first hand within the context and scale of reference of their own countries, cultures, and economies.

By living together in dormitories, studying and playing together through the facilities of the university and the Center, an exciting, viable contribution could be made to the internal tranquility and progress of this hemisphere which neither Communist penetration nor outmoded *Yanqui* imperialism could ever aspire to.

STUDENTS from all the Americas chosen not politically but by the universities of the hemisphere—would forge a bond of learning and common goals that would eventually be a solvent for the rivalries, suspicions, and misunderstandings that now alienate the intellectual and political leaders of North and South from each other to the detriment of the entire free world, at a time when peace and trust are more urgent in our own American family of nations than ever before.

Perhaps the University of Puerto Rico, the administration of Governor Muñoz-Marin, the State Department in Washington, one of our great foundations or universities, or a responsive voice in one of the Americas to the south or Canada to the north could say this idea is worth exploring, that it holds sufficient promise for a better and saner life in this embattled hemisphere to deserve serious consideration.

Saturday Review hopes so, and hopes to hear some echo, to see some sign of support. We also intend to pursue this idea ourselves, for we believe it is just as important for the twain of North and South to meet as it is for East and West. The prize is not only survival but a world worth surviving in.

—WILLIAM D. PATTERSON.

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LETTERS TO THE EDITOR

DOWN ON THE FARM

Of your many timely and important articles and editorials, none has struck closer to home than "Plunder or Plenty?" by Samuel H. Ordway, Jr. [*SR*, Apr. 15].

I have lived and worked since childhood on a Midwest family farm. In the Thirties and Forties we were told by the men in the Conservation Service, and I believe rightly, that our farming methods were destroying soil and water resources. But just when most of us had accepted conservation practices—grassland farming, waterways, contouring, use of clover, alfalfa, and grass cover crops in rotation with soil-depleting crops, etc.—the present "big business" farming entered the picture with its heavy machinery, with its concentration of livestock and poultry growing operations, and the resulting concentration of animal wastes far removed from the land that produced the feed. The solution of this problem by agricultural experts seems to be wasteful disposal in sewage systems and lagoons.

Conservation has "flown the coop." The only motives in management of farms today seems to be "produce more and cheaper" with "fewer farmers and more machines."

Norman Williams.

Nova, O.

INTELLIGENCE GAP?

It is not rare that a political writer who goes out on a limb with predictions is made a monkey of by events and by reviewers before his book reaches the public. But that a reviewer who sneers at a book is utterly confounded by events before his review even has been read by magazine subscribers—that must be rare. With his review of William Lederer's "A Nation of Sheep" [*SR*, Apr. 29] Louis Fischer emerges as the most unlucky of anti-prophets, and by the same token, Lederer as a new Isaiah.

Fischer quotes Lederer as saying that "our foreign-relations business has been run on doubtful facts. . . . our officials—including the President . . . frequently have made decisions from ignorance and misinformation. . . . I predict a difficult future for the U. S. A great nation cannot survive for long on a . . . foundation of self-deception and misinformation."

All this Fischer quotes in order to conclude triumphantly: "I submit that this is utter nonsense."

It would be interesting to know if he has now changed his mind, or if he still thinks that there is "not a scintilla of proof of faulty U. S. Government knowledge regarding . . . Latin America. . . ."

Peter H. Olden.

Philippi, W. Va.

I had just finished reading "Nation of Sheep" when I came across Louis Fischer's critique of the book in *SR*. I was completely shocked by the . . . comments of Mr. Fischer. I believe that "Nation of Sheep" is a brilliantly realized book that deserves the widest recognition. . . . It reflects this nation and its ignorance and needs with simplicity, keenness, and a wealth of substantial information.

Milton Robertson.

New York, N. Y.

"What do you want to be if we live to grow up?"

LESSONS IN LANGUAGE

Jerome Beatty, Jr., in commenting on the "curdled clichés" in Ted Bernstein's "The Careful Writer" [*SR*, Apr. 8], might well practise the idea. Curdle means to coagulate or congeal; it does not mean to use the wrong word in place of the right one intentionally or accidentally.

The phrase "curdled cliché" is nothing but an awkward, erroneous method of trying to coin a cliché in order to say that the illustrations given are either mixed metaphors or paronomastic aphorisms. The whole item presents nothing but a poverty-stricken example of the very idea and practice under attack.

George R. Maury.

North Hollywood, Calif.

Editor's note: *The rug has been blown out from under Mr. Beatty's sails.*

I beg to report, from the public press, four combinations with "than" not previously encountered by me:

Scarcely than: "Scarcely was the drain finished than several sickened with diphtheria."

Preferred than: "The net effect was a sort of compelling informality far to be preferred by speaker and listener alike than the dull spectacle of an alleged orator grinding his way through a fully prepared text."

Opposite than: "In the phase microscope by which cells can be seen in color, the ring that separates the light works in an opposite way in the red end of the spectrum than it does in the green end."

Twice than: "Residents of Miami's Negro areas have twice the chance of finding decent living quarters than they did ten years ago."

These should give fresh courage to those who advocate an American idiom freed of the trammels of tradition. . . .

Jotham Johnson,
Professor of Classics,
New York University.

New York, N.Y.

COUNTDOWN

the tone of John Ciardi's comments about freshmen's poems [*SR*, May 6] is inexcusable, and his remarks about the response to *Hornbook* are equally deplorable. By stooping much lower than those he intends to crucify, Mr. Ciardi once more—and quite unnecessarily—accomplishes absolutely nothing.

Dorothy F. Perkins.

Falls Church, Va.

N.C.'s suggestion that we put a poet into space [*SR*, Apr. 29] is an excellent one, especially if the poet is John Ciardi.

Fannie H. Glidden.

Claremont, Calif.

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Manner of Speaking

By John Ciardi

THE POETRY EXPLOSION: An everlasting question out of the mail bag runs: "Why do you publish the poems you do?" Sometimes the writer has had his own poems rejected and his question may run: "How come you turn down my poems and then publish the junk you've been running?" Sometimes he is just generally irate and the question runs: "Considering the way you have been sounding off about poetry, how do you dare publish such lousy stuff?" And sometimes he seems actually out for information: "Can you tell me on what principles you select poetry for *SR*? I must confess the poems you print seem very different from week to week."

I should like to imagine a universe in which opinion is openly free-wheeling. Let the speaker be wrong if need be, so long as he has thought about what he is saying, and says it meaningfully. Opinion in good order must permit difference. It is not required, however, to surrender to such difference, or to water itself down by too many overpolite qualifications, and be damned to you, sir. Had I thought the poems were "lousy stuff" I should not have bought them. If they are "lousy stuff," then I am obviously incompetent. Prove it to me and I shall resign gratefully, for no man should waste his days on work he is not good at.

But if I must deny that the poems I have bought for *SR* are "lousy stuff," neither am I prepared to argue that any of them are the best possible poetry, or that all of them are good poems in any time-defying sense. On what could any editor found his hope of publishing nothing but time-defying poetry?

Consider a simple mathematics of fact. *SR* publishes approximately 120 poems a year. I for one have never been able to believe that 120 finally good poems are written in any one year. Had the nineteenth century, in total, produced at such a rate, one would have to read at least 12,000 poems to get a basic sense of that century's achievement. Add then 12,000 more for each of the preceding three centuries, and a man would have to be responsible for 48,000 poems to cover English poetry from John Skelton to, approximately, the late Swinburne.

Good poetry simply is not produced in such quantities. But assume that there were as many as 120 great or even almost-great poems written in any one year in the United States. By what act of monopoly could any one editor hope to get his choice of all of them? Scores of little magazines publish thousands of poems every year, and the self-supporting magazines, big and little, certainly account for at least a thousand or two more. By simple calculation, there is not the remotest chance that *SR* or any single magazine could manage first crack at all those thousands of poems. Could we contract for first crack at the total output of, say, thirty or forty of the best poets now writing, and eke out the total with "discoveries" from unsolicited manuscripts, there is no doubt that we could guarantee (subject to the imperfections of my taste) to publish about the best poetry now being written. But any such monopoly would certainly be bad for poetry. American writing is better off without the literary pope that such a monopoly would tend to create.

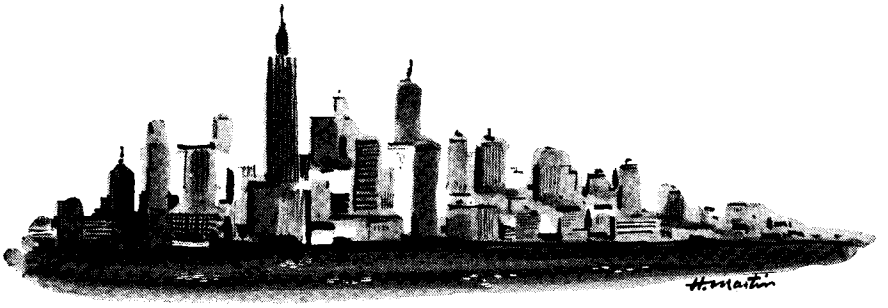
For all these reasons, there can be no question of publishing the best poetry, but only the best available. Inevitably one must accept poems with which he disagrees in part. If a man cares for poetry, one really stunning stanza can surely justify three mediocre ones: swallow the mediocre and let the poem be published rather than lose the good of it.

The fact is that any man interested in current writing must read a great deal of poor stuff in order to find the good. Suppose one knew absolutely nothing about the nineteenth century but was a critic of great discernment, and suppose then that he were turned loose in a library containing every poem written in England in the nineteenth century, with instructions to find the good poets. Can there be any doubt that he would find himself in the situation of a man trying to extract gold from sea water?—he knows it is there, but the mortal cost of finding the few grains per ton will certainly wear him out before he has extracted the gold of John Keats from the chronological dross, and he will surely be dead before he comes within striking distance of a substance called Browning.

It is time that handles that process of extraction. And time is served by many hands. When you go to the library for an anthology of nineteenth-century poetry, hundreds of readers, critics, and editors have been through the total, have forgotten whole tons of it, and have called to one another's attention those poems they have been unable to forget. The unforgotten, which is to say (or so one hopes) the unforgetable, is the true extract.

THE poetry published in *SR* cannot hope to be such an extract. Fallibly, willingly, hopefully, one reads the poems, discarding hundreds in order to find one or two. It may even be a mistake to say one reads them. Maybe the process is better described as "trying them on the dendrites." If they strike the nervous system as pieces of a poetic reality, one may not understand them, but if he cares at all about poetry, he must gamble on them. The real test is not in any one issue, nor in any one year, nor even in any one decade. Perhaps twenty years later one may survey the whole volume of selections to see how many have made it into the first step of time. And who would not be satisfied to find that twenty years and 2,000-plus poems later, he has managed to pick as many as fifty that seem to have bored their way into the memories of some of those who care about poetry.

The hope is as slim as that, and I must believe the final measure is exactly as subjective as those dendrites, but one may still hope he is operating on some sort of principles, and that those principles will reveal themselves, if only in part, to his own introspection, and to a careful survey of the poems he selected. What sort of poem have I inclined to? Why did I pick that one? What is the principle of selection? Will Shirley forgive Herman Wouk and return to him? These mysteries time will tell when all present editors and irate readers are gone beyond all deadlines and indignations.



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TESTAMENTS TO ARTISTIC VISION

By KATHARINE KUH

IF THE alibi "better late than never" scarcely justifies my tardiness in reviewing two recent exhibitions of historic importance, let us hope that the worn-out phrase "for lack of space" will mitigate our guilt a bit. The shows were organized by Manhattan's Museum of Modern Art as testaments to the personal vision of two men. The fact that one man is best known as a painter, the other as a photographer, is irrelevant, for both emerge as exceptional artists. With them methods and media, though impressive, count for less than intensity, integrity, and invention. Both exhibitions are large, retrospective in character, accompanied by enlightening catalogues, and so judiciously selected and installed as to reveal the full sweep while yet emphasizing the unique direction of each man's work. Though the Max Ernst show has closed in New York, and is due to open at the Art Institute of Chicago in June, the survey of Edward Steichen's photographs will be on view until May 30.

After several hours in the Ernst exhibition, I felt (and for the first time in many a day) that an outsized show had done more than merely reiterate an artist's main characteristics. Here 240 paintings, collages, sculpture, constructions, reliefs, watercolors, drawings, portfolios, and illustrated books were not excessive, for at least that number seemed necessary to demonstrate Ernst's incredible powers of invention, his unfailing ability to infuse each object with an almost bewitched vitality. From his capricious multiple levels of meaning comes a strange kind of controlled violence.

Next door at the Whitney a full-scale survey of the American painter Maurice Prendergast was on view at the same time. For me the two neighboring events offered an object lesson in contrasting exhibition techniques. At the Whitney (which in all fairness did not originate the Prendergast show) an excellent, if limited, artist was very nearly destroyed by an overlarge, poorly selected, unnecessarily repetitious retrospective. To reveal his single-minded contribution demanded acute powers of rejection no less than acute powers of recognition. Especially upsetting was the overdose of oil paintings, many woefully alike, which did little to point up Prendergast's genius for that brief poetic encounter we so prize in the best of his works, notably in his watercolors.

On the other hand the Ernst show, wisely selected and shrewdly installed by William Lieberman, Curator of Prints and Drawings at the Museum of Modern Art, revealed this painter as a legitimate master of our century, a painter, by the way, who until only recently has been too little appreciated in this country. Indeed, Max Ernst emerges as possibly the most consistently definitive artist of the entire surrealist movement. His unlimited fecundity transforms everything he touches. A so-called "Elephant of the Celebes" becomes a true chimera, first in the guise of sardonic machinery, next as a repulsive but hypnotic human torso, and finally as a design of striking power—all at one and the same time. His painting "Equivocal Woman" literally "dreams up" a snake-bedeviled creature exuding fearful anxieties that are only intensified by her insecure diagonal mooring. Forests turn into miracles of baneful growth. As the catalogue aptly states, Ernst "is a nest of contradictions." For, what at first glance seems like a harmless landscape, on further study transforms itself into a wealth of depraved,

—*Collection of Mr. and Mrs. Joseph Slifka, New York.*

"Equivocal Woman," by Max Ernst.

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perverse corruption. Nothing, absolutely nothing, is direct, naïve, or obvious; nothing is what it seems. Ernst is a magician who perceives each object transmuted by associative circumlocutions. His is a rare heritage, combining modern European ambiguities with the even more elusive ambiguities of the Middle Ages—but always tempered by the stamp of his own wit. Anyone who thinks that Ernst's titles are extraneous had better take another look. An entire doctor's thesis could be written on the relationship of his works and words.

The Steichen show is also memorable. As René d'Harnoncourt, who incidentally installed the exhibition with scrupulous understanding, says in his foreword to the catalogue, "This is the story of Edward Steichen, the artist who brought his talent to everything he touched, but chose photography, the new art form, as his own preferred medium." From beginning to end these 300 photographs, carefully selected from 30,000 negatives, present a remarkable work biography of one of America's most respected artists. The first print shown is dated 1895, the last 1960. In Steichen's hands, the camera becomes a tool no more obtrusive than a painter's brush or a sculptor's chisel.

Though the entire exhibition carries tremendous impact, it is probably the portraits that will hold most people spellbound, partly because they deal with outstanding personalities of our day, but more because Steichen turns these personalities into extraordinary three-dimensional studies in depth. For example, one print, comprising four views of Charlie Chaplin as an engaging young man about town, is technically and psychologically so sensitive that totally new aspects of this familiar character emerge. And who is likely to forget those six composite profiles of Carl Sandburg's eloquent face? Equally unforgettable is the 1927 portrait of Constantin Brancusi, his chiseled features seen against the well-chosen vagaries of a crumbling wall. What makes this photograph doubly interesting is the memory it evokes of Steichen's role in that history-making tilt with the U.S. Customs when in 1926 the powers that be were forced to recognize one of Brancusi's inimitable polished birds as a "genuine" work of art.

But it is not only portrait studies that distinguish this exhibition; there are early photographs of modern architecture; photographs of crisply defined yet sensuously contoured still lifes, of *fin de siècle* impressionist landscapes, and of prophetic early experiments in space and time. In fact, it was the early works that made the deepest imprint on me, works that stand as pioneer signposts in the history of photography.

Edward Steichen's portrait of Constantin Brancusi (1927).

—*Photos courtesy the Museum of Modern Art.*

Steichen photographing shadblow tree at his home (1961).

Some flowerpots in a wheelbarrow, steeplechase day in Paris, the Flatiron Building in tender evening light—these are only a few of many indelible early impressions. Writing about Steichen in 1929, his brother-in-law Carl Sandburg observed, "He will die telling God that if he could live a few years longer he might be the photographer he wanted to be. His mother once said at the yearly Christmas dinner, 'I suppose you want a camera in the coffin with you when you are buried!' He answered, 'Yes—and over the grave put my radio set.' He will die a seeker and a listener."

This seems the moment to congratulate the Museum of Modern Art on its procession of brilliant shows. I know it is sometimes considered fashionable to criticize this institution's exhibition program as well as its acquisition policy, but for me there is no other museum in the world today that offers its public such consistently excellent fare or such generous services. Its little-publicized library alone is a source of never-ending amazement, for here rules and regulations are often suspended in favor of individualized assistance, a warmly human procedure rarely encountered in art libraries these days.

Professional standards of scholarship, sympathetic installation techniques, first-rate catalogues, and an implacable pursuit of outstanding acquisitions account in part for the Modern Museum's vast influence throughout the world. This is certainly not to say that one invariably agrees with every project it sponsors, but taken by and large this relatively young institution has led the way in revolutionizing art museums, in widening their horizons and in making them illuminating, inviting, and stimulating institutions for both the average person and the specialist.

The Happy Euphemism

By MARGARET R. WEISS

"FROM here on, I'm retiring from 'closing dates'!" There was only a fleeting tinge of impatience in his voice as the tall, white-bearded figure darted out of the room, momentarily interrupting our talk to settle some last-minute *crise* over the mounting of a print.

A man of less sturdy fiber than Edward Steichen would probably never have attempted the painstaking assignment that was approaching the deadline date. Just a few days away—timed to coincide with his eighty-second birthday—visitors to New York's Museum of Modern Art would be viewing an extraordinary spectacle, the life work of the dean of modern photography.

To scale this living documentary down to gallery size, Steichen himself selected the exhibit's 300 pictures from more than 30,000 negatives that represent the sixty-five years he has spent behind the camera.

"It took me about four months to make my selections. But it was worth it—you'd be surprised how many things I'd forgotten I had in my files. Like these," he said, pointing to a photo of Lillian Gish as Ophelia and one of Nazimova that had appeared in *Vanity Fair* in the Thirties. A forgivable lapse of memory, certainly, for during his fifteen years as chief photographer for Condé Nast Publications, a vast pageant of the people who shaped that era passed before his camera to be immortalized in a "portrait by Steichen."

But the excitement of being America's pre-eminent portraitist was not enough, and Steichen turned his special

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vision and talent to pioneering in advertising photography as well—a talent that made him the most sought after (and the highest paid) commercial photographer in the world.

"Soon I realized that this kind of work was quite different from anything I had done before," he says. "Where else would you have to evoke your inspiration on schedule—a shooting schedule that might include Garbo at 11:30 and a can of beans at 2:30?"

Yet, he recalls, it was "only a dozen or so years later that I began to be conscious of an inner urge of dissatisfaction—the work had ceased to be alive. I was unconsciously making the kind of picture they wanted. I didn't feel that I was contributing anything—just turning out the same thing to the point where it became 'merchandise.' I thought it was time to give myself a good kick in the pants and get out. I knew the only thing for me to do was to quit, so I closed up shop and retired."

There was a glint in his bright blue eyes, and a soft chuckle accompanied the last word of this statement. For with Steichen the term 'retirement' is a euphemism, one he has used many times in his life to describe leaving the old and known to explore the new and untried.

His first "retirement" came after World War I. What he had experienced while commanding the Air Service's Photographic Division revitalized and broadened his concept of photography both as a means of communication and as an art form. As a result, in 1922 his studio was the scene of a bonfire of all his paintings, marking retirement from the easel and the beginning of renewed concentration on the camera.

"I felt that as a painter I was producing pictures that were high-grade wallpaper with a gold frame around it." And, at best, they could reach only a small audience, "while the photographic image had unexplored areas which, on the printed page, would reach vast audiences. I therefore spent two years of isolation, experimentation, and research—a second technical apprenticeship—preparing for my newfound conception of the medium as a means of communication."

It is characteristic of Steichen's periods of "retirement" that they produce broadened perspectives and dramatic innovations. After four years' service with the Navy in World War II—finally as captain in charge of all naval combat photography—he was attracted by the vast possibilities of the camera as an instrument of documentation. But the panoramic picture chronicles he envisioned required a special technique of exhibition—one that Steichen introduced and has frequently used in his post as director of the Museum of Modern Art's Photography Department.

René d'Harnoncourt, himself an expert in exhibition techniques and installations, credits Steichen with creating "an entirely new type of photography exhibition. . . . By the open wall method, carefully scaled and juxtaposed photographs are placed so that they present a constantly changing relationship as the spectator walks about viewing them."

THE full impact of this unique method of presentation came when Steichen's masterwork, the exhibit that has traveled the world as "The Family of Man," was shown at the museum. Here, on static gallery walls, there came alive the whole elemental story of man, told in the universal language of birth and death, love and happiness, work and play, sickness and sorrow. Steichen traveled to eleven countries, visited twenty-nine cities, inspected several million photographs, devoted three years of eighteen-hour days to the quest for 500 pictures selected to communicate to all peoples of the world that the human spirit everywhere has the same needs and dreams and desires.

The popularity of "The Family of Man" exhibit (some 9,000,000 people in thirty-seven countries have seen it to date) and of the best-selling book that records it (now in the tenth edition) is vivid testimony to the accuracy of Steichen's appraisal that "there's more love than hate in man—and love is the same and speaks the same language the world over." Here certainly, Steichen believes, must lie the path to world peace. "Combat pictures haven't been a deterrent to war," he argues. "What the world needs is a positive emphasis in the opposite direction." And he gave it just that in "The Family of Man."

But as this project neared completion, he felt a compelling urge—a need to have his hand on a camera once more. This time, he said, it would be a "postgraduate apprenticeship." With self-imposed Spartan discipline, he set himself a task that has occupied the greater part of the last six years—photographing only what he could see from the windows of his Connecticut home.

Gradually his subject matter narrowed itself down to one tree he himself had planted some thirty years ago—a little shad-blow whose white blossoms precede dogwood as a herald of spring. And on this tree he has focused his camera throughout the seasons and at all hours of the day and night, in every kind of light, in sun, rain, and snow. Sometimes the tree has the stage as a solo performer; at others, it is seen in relationship to its neighbors—a family of fine upstanding birches. But always the shad-blow symbolizes the vessel of life, and the thousand small miracles occurring within it each day manifest the surge of the same force that shapes man.

To Steichen, his shad-blow pictures are "like the finger exercises of a musician." Sequences become a tone poem or an étude; the series viewed as a whole, a symphony of organic life. Feeling that showing the color slides in a projector failed to convey the natural continuum of growth and change, he decided to experiment with taking sequences on motion-picture film. "I still have about two years more work on the shad-blow," he mused. And then, with a small smile, he added, "Actually, eight years isn't too long on a project in which one is trying to transcribe time and change and the unchanging laws by which change itself is governed."

THE shad-blow experiment has been a source of great pleasure to Steichen, for he has always maintained that the camera is something with which to explore life. And life means activity and participation in the changing patterns of existence. Leisure as most people define it would hold little interest for him. "My idea of leisure is moving from one activity to another, of changing in order to keep a sense of aliveness. . . . Some of the best leisure I've had has been when I was working most."

Two years ago, on his eightieth birthday, Steichen observed, "There's so much to be done, so much I can think of doing, enough to fill the lifetime of six other people." Judging from what is on view in the current exhibit at the Museum of Modern Art, it would be fairer to say that he has already accomplished the work of "six other people"—as artist and photographer, as innovator, pioneer, explorer, as father of "The Family of Man."

Steichen himself, however, would be more likely to sum up his accomplishments over the past sixty-five years as "apprenticeship" for the project in progress and others to come. "I'm planning things now that I wouldn't have done fifteen years ago," he admits. And, characteristically, he will bring to these his sureness of hand and sharpness of eye, his enthusiasm, insight, and depth of love—the "passion and gradualness" that Pavlov called the signature of greatness. There is good reason to be grateful that Steichen uses the term "retirement" euphemistically.

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BOOKED FOR TRAVEL

The Promising Land—3. The Desert

THE largest piece of the tiny land of Israel is a great expanse shaped like an arrowhead, fitted between Jordan on one side and the Sinai peninsula on the other, pointing dead south until its tip just dips into the Red Sea. Until explorations began after the establishment of modern Israel thirteen years ago, this tract, called the Negev, always appeared on maps as a barren expanse, little known, little used, and hardly wanted.

After the Sinai Campaign, or the Suez War, as some countries call it, which the Israelis mounted in the Negev, an opening was secured by Israel on the Red Sea and the settlement called Elath or Eilat, guaranteed by the big powers, was regenerated. Roads were built across the desert and commerce began flowing south from the Gulf of Eilat into the Red Sea along the East Coast of Africa, and around the corner of the Arabian peninsula to India and the East.

The other spring day we left the comforts of cosmopolitan Tel Aviv, a city that sits by the sea and basks in the sun, and headed south into the desertlands of the Negev, bound for the Red Sea. Just out of Tel Aviv, the orange groves began to fall away, leaving patches of duneland, beige and sandy. A great crane was lifting sections of water pipe five feet in diameter into pre-dug ditches, the beginning of the lifeline that would stretch all the way to Eilat. Now the brown hills were interrupted only by a now and then patch of black, marking the rambling black canvas of a Bedouin tent, the temporary home of nomads who scrape out an existence in the sands of the Middle East. One tribe had set up camp across the highway from a kibbutz, an Israeli agricultural cooperative, where it could borrow the tractors.

AT THE top of the Negev, in the center of its broadest girth, between the Gaza Strip and the Dead Sea, sits the commanding city of Beersheba, once the southern extremity of the Holy Land that stretched from Dan to Beersheba, and now the capital of the desert. Here, as it is told in the Scriptures, Abraham met Abimelech, and Abraham's son Isaac pitched his tent and had his servants dig a well. At first look Beersheba seems to have lost its Biblical heritage, so apparent in much of the Middle East. In the War of Liberation, which established the modern state of Israel, the Egyptians fortified the city and held it until October 1948, when the Israeli forces launched Operation Ten Plagues and drove the Egyptians back across their frontier. Evidences of the new colonization are everywhere. Light industry is puffing away and modern apartment settlements rise on every side. Views of this progress are sometimes embellished by black-robed Bedouin women

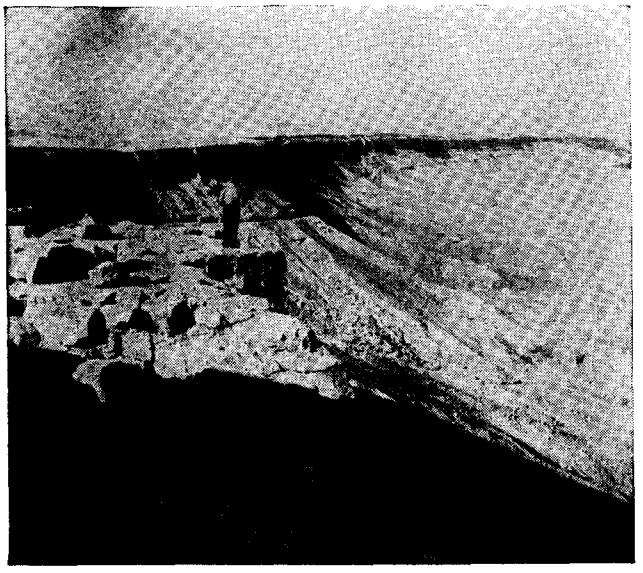
—*Photos by H.S.*

Beersheba — Jews, Arabs, Bedouins, and a camel market every Thursday.

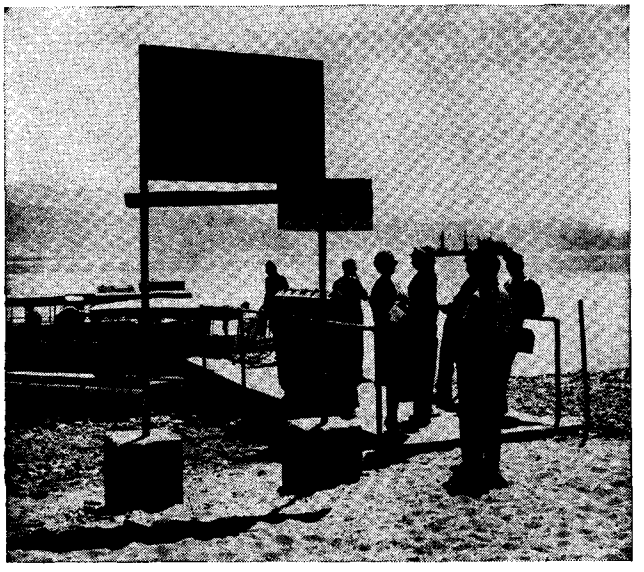
in the foreground driving a donkey to market.

Despite the lorries (especially those carrying fire-resistant bricks to the new atomic reactor being built somewhere in the desert) there is a camel market every Thursday in Beersheba, with the Bedouins in their exotic costumes trooping in from the sparse brown hills for gossip and trade, the sheiks still wearing their jeweled knives tucked in a cummerbund. A lesser market flourishes daily, a fascinating hubbub of Jewish and Arab merchants offering vegetables to the Bedouin women who wear yards of black drapery and shield their faces behind dangling gold and silver coins hung in bandoleers from their forelocks.

South of Beersheba the desert floor is brightened with scatter rugs of purple spring flowers. Black-robed shepherd-



Negev Depression — million-year-old frogs, giraffe-necked lizards, and a new road.



Eilat — an air-conditioned hotel, Arab neighbors, and a Red Sea passage to India.

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esses tending camel herds will come down to look at a car that pauses on the highway, but they will scatter like frightened pigeons if they spy a camera. Herds of black goats nibble among the sparse pickings too, tended by black-robed women whose severe dress is relieved only fragmentarily when an errant sunbeam electrifies a gold coin dangling from a passing forehead.

South and east out of Beersheba a road leads to Sodom on the shores of the Dead Sea, a buoyant body split by the borderline between Israel and Jordan. The southbound road runs through the lonely settlement called S'deh Boker. At an isolated kibbutz that is experimenting with Biblical methods of agriculture, Ben-Gurion comes to retire periodically from the political wars. Here he can contemplate the hope symbolized by the fruit trees growing out of the bare earth, and gaze beyond to the tent-shaped hills, the beige and white buttes, and the vanilla fudge mountains beyond.

Although the Negev is a sparse area on most maps, its beginnings reach back into prehistory, and its history reaches back to the fourth millenium B.C. In the past six years archeologists have found the Negev an area of enormous fascination. Some 400 sites belonging to well-developed civilizations have been unearthed, among them villages and forts of the Judean kingdom from the time of King Solomon at the end of the tenth century B.C. down to the beginning of the sixth century B.C. The cultural monuments have revealed much about the Nabateans, a fascinating people who can be traced through their Nomad period to their era as traders to the time they became agriculturalists. On a butte just below S'deh Boker are the restored ruins of the Nabatean city of Avdat at the crossroads between Petra in Jordan, Gaza, and Eilat on the Red Sea. Here, in 200 B.C., the Nabateans built reservoirs to conserve rainwater, irrigation channels to carry the water, and caves to store the harvest. Trajan occupied it in 106 A.D. and the Arabs took it only to abandon it about 1000 A.D. It lay buried in the sand until an English traveler discovered it again in 1871, and it remained buried in oblivion until Israeli authorities, aided by U.S. funds, restored it in 1949. The Nabateans have long since melted into history, but to give it an essence of life a Bedouin encampment is spread at the base of the hilltop city, and descending from the remains that show the Nabatean altar, the Roman baths and military camp, and the Christian tombs, one can compound the conglomeration by stopping for a cup of Bedouin coffee in the nomads' tent.

What marvels have not been left

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SPEAKING of fishing . . . tellers of tall tales have a problem here in Canada. No sooner does a gentleman angler take an imaginative flight into fancy than a fellow-fisherman produces a photograph to prove fish really do come that big. It really is a problem; perhaps it would be better if Canada's fish were a little smaller, so the stories told in the fishing lodges would sound a little larger.

Well, nothing can be done about that, so fishermen have to find their compensation in catching—and occasionally losing—some of the gamest game fish imaginable. Consider, for instance, the Atlantic salmon that haunt the famed Restigouche River in New Brunswick; the lake trout and bass of Ontario's lakes and rivers . . . ponder the rainbow and pickerel in Alberta, and the size of the salmon in British Columbia's coastal waters. Note that there's no exaggerating the thrills of battling northern pike and Arctic char in Manitoba. It's the same true story all over Canada.

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by man in the earth of the Negev have been left by nature. Just below Avdat stretches the phenomenon called Makhtesh Ramon, a great depression twenty-two miles long where uncounted eons ago the earth collapsed, leaving a border of brown cliffs. Here in this strange land were found fossil frogs 120,000,000 years old, a fifteen-foot lizard with a neck like a giraffe, a sea turtle enclosed in a shell of armor, and a set of teeth for crushing marine animals. Before taking the highway down in to this eerie land, one can sit in a glass-enclosed way station called the Nabatean Inn, perched at the very edge of the depression, have lunch, collect oneself in history, and watch the black crows ride the updraft from the floor of the depression 1,500 feet below.

Now the Red Sea road runs across Hameishar Plain, a great flatland where camels in untended flocks wander over, following the wadis from Jordan. They are never seized by Israel, which is eager to maintain a quiet border on its east. Occasionally the U.N. will round them up and return them to Jordan, but more often the herds will return to the Arab side by themselves. Into the valley of Arava the road runs along the border of Jordan and there is a hint of green again. At Yotvata an agricultural experimental kibbutz grows iris and other flowers out of season, and its fine stands of date palms give a hint of the kind of Palm Springs resort that could one day rise out of the Israeli desert. Certainly it is one of the few places within reach of Europe that would provide a warm winter's sanctuary in dry desert air with bathing in the Red Sea only a few miles away as an uncounted bonus, and history cropping out of the wasteland at every point of the compass.

Now the mountains of the Negev turn red and in the midst of them stands a gaggle of machinery that mines the copper of Timna. Pipes and stacks are entwined in a hopeless maze and a stream runs off from the copper works, bubbling turquoise and blue in its bed of red earth. In back of the modern mine stand the natural pillars that have been named for King Solomon, who mined copper out of a nearby hillside. All that is left to mark it are the remains of a watchtower that looked out over the slaves and prisoners who worked the pits.

We entered Eilat at dusk, and the lights that came up on our left so near the city were all in Jordan, with Saudi Arabia beginning where the lights ended, and Egypt on the opposite shore. Eilat's history is ancient, but its development is new. Here the tribes of Israel stopped on their way from Egypt to Canaan and the Queen of

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Sheba rested on her way to Jerusalem from her home on the Arabian peninsula. Solomon's ships sailed from here to fetch gold, sandalwood, precious stones, and peacocks from the land called Ophir, which has been variously located in India, Ceylon, Malay, Africa, and the Arabian peninsula.

The opening on the Red Sea was captured by the Israelis during the War of 1948 and held, but the Egyptians made the port unusable by pressure from Sinai. In the 1957 Sinai Campaign the Israeli Army swept across the peninsula and captured the pressure points. In the quick truce that followed the Anglo-French adventure at Suez, the Israelis retreated from Sinai upon assurances of free passage for Eilat. Nowadays the harbor is busy with freighters of all nations. The comfortable Hotel Eilat has air-conditioned rooms, all with private bath, overlooking the Red Sea. Next door is the Tropicana Motel and guests from either place can swim from the front door. Up in town there is even a nightclub called End of the World, where guests sit on foam rubber mattresses spread on the floor, listen to Israeli folk songs, and contemplate the names of visitors scrawled on the wall, among them violinist Isaac Stern and Peter Kriendler of New York's svelte "21" Club. A glass-bottom sightseeing boat putts out over the shallow coral gardens, where a porpoise comes to frolic. And skindivers say it is an unworked treasure trove. Planeloads of tourists come down by the rickety little airline and take the packaged tour to Solomon's Mines and the glass-bottom boat ride and fly back the same night, but this is to miss the best of the Negev, for the cross-country ride is the thing. The barman at the Eilat Hotel already has a special house drink, the ingredients of which he would not divulge were you to stretch him on the rack. With a little landscaping and manicuring a new seashore may emerge down there near the end of the world and a new Palm Springs may grow in the brown Israeli desert. The Torah promised Israel "And I will set thy bounds from the Red Sea even unto the Sea of the Philistines." There aren't any Philistines left on the Mediterranean any more, but the promising land stretches from sea to sea, and no part of it offers more challenge than the Israeli badlands, so long uncharted, so filled with history and potentialities and hope. —HORACE SUTTON.

(This is the last of a series of three articles on Israel.)

LITERARY I.Q. ANSWERS

Column Two should read: 3, 12, 1, 6, 5, 10, 2, 9, 7, 11, 8, 4.

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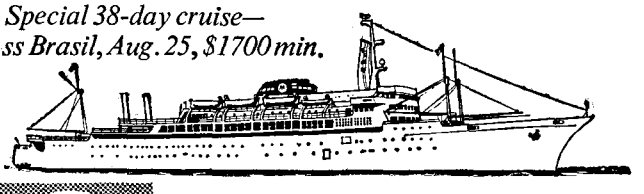

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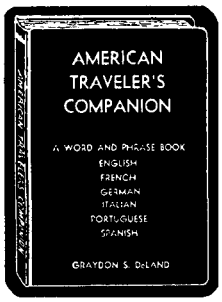

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TV AND RADIO

The Unprinted Word

ONLY one small fault marked "Britain: Blood, Sweat and Tears Plus 20," the hour-long "CBS Reports" documentary in which Eric Sevareid recently returned to the network television air after too long an absence. To illustrate a dissenting voice in contemporary Britain's affluent, "tele" society, Sevareid filmed the last scene of "Roots," a play of protest by "the hard, angry" youthful Arnold Wesker. Beatie, a working-class girl, presumably addressing her family, passionately attacked their indifference to the shoddy and mediocre in letters, music, and art. It was a brief, slashing indictment ending with "the whole stinking commercial world insults us and we don't give a damn. Well, it's our own bloody fault. We want the third-rate and we've got it. . . ." Then, suddenly, in the filmed excerpt from the play, there was too sharp and unmotivated a cut to Beatie saying: "God in heaven, Ronnie! It does work—it's happening to me. I can feel it happening. I'm standing on my own two feet. I'm beginning, Ronnie, I'm beginning. . . ."

Neither Beatie nor Mr. Sevareid explained what "it" was that had so rapidly transfigured her. It was an important, fascinating omission. The report as a whole left a vivid impression of what Professor Dennis Brogan (who appeared on the program) called "the long winter of content and smugness and evasion. . . ." There were affirmative voices, to be sure—among them, Prime Minister Macmillan, who prophesied not "the decline and fall of the British Empire," but "its rebirth—an empire transforming itself into a free Commonwealth family." But such voices spoke the conventional wisdom. They lacked the freshness of phrase and insight of the younger voices—author Malcolm Bradbury, for example: "[The English] love the rules. If you put four Americans on a desert island, they'll separate and go and look for girls. If you put four Englishmen on a desert island, they'll form a queue. Have you ever tried to buy potatoes late at night? It's quite impossible. It's morally wrong."

If Beatie, in playwright Wesker's "Roots," has an answer to the spiritual malaise of Britain's "tele" society, which is characterized by "more pay, more leisure, more gadgets, and more crime, divorce, and restlessness," Mr. Sevareid might have let us hear it. Not that his sixty-minute image was significantly marred by lack of it. The reporter had his own final message—a warm faith in "the character of the indefinable, extraordinary British race." But Sevareid's terse, poetic style, his unerring choice of people who are truly interesting rather than mere documentary "fat cats," and his gentle but beautifully uncluttered handling of them sufficed, even had there been no message at all, to make this a fine example of brisk, bright, and intelligent television reporting.

Indeed, it is this kind of program that justifies TV feature journalism, because one gains from it an impressive informational texture unavailable in print.

TELEVISION provided yet another gain to print-oriented viewers in "Play of the Week's" recent presentation of Samuel Beckett's "Waiting for Godot."

The program was another example of the triumph of form and style over direct "meaning." I had not seen or read the play and came to it fresh on TV. Prepared by its reputation for another dubious adventure in contemporary esoteric theatre, I found Beckett's "abstract drama" on television easy to understand, absorbing, and moving. I was indifferent to the secret of "who is Godot?" He could have been God, salvation, "meaning" itself—it did not matter. The play was obviously a cry of anguish at the human condition as seen from the viewpoint of a modern Ecclesiastes. The hopeless pain and absurdity, and the tenderness of Vladimir and Estregon, the two symbolic tramps, were subtly captured by Burgess Meredith and Zero Mostel. The latter, a gifted comic, often confuses his floor-show heritage with his role-playing (in the sudden, open-eyed stare and the breaking voice), but this was a small thing and should have been tamed by the director, Alan Schneider, who otherwise effectively mastered the play's contradictions and ambiguites, as well as its wonderfully lyric and perceptive moments.

The values in "Waiting for Godot" are opposed to the total repertoire of a "tele" society. This "anti-television" play was produced by Jack Kuney without even any background music. It was a courageous, successful and memorable event in the season's television drama.

—ROBERT LEWIS SHAYON.

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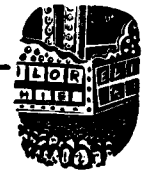


Dream and Reality

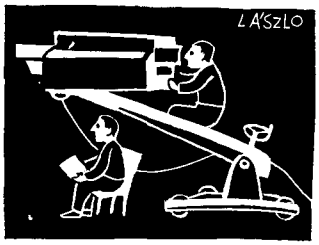
NOW THAT Michelangelo Antonioni and Federico Fellini have had their innings here with, respectively, "L'Avventura" and "La Dolce Vita," it is time to become acquainted with a third Italian director of latter-day importance, Luchino Visconti. His much heralded "Rocco and His Brothers" is due here in the fall; meanwhile, his previous film, "White Nights," has come to us first, and we have the pleasure of meeting again Marcello Mastroianni, the "hero" of "La Dolce Vita," this time dreamily engaged in a sentimental encounter with Maria Schell. The circumstances were first described in a Dostoevsky story of the same title, and Visconti has made it vaguely contemporary, while keeping to a similar dreamlike quality.

His intent seems to be to combine a form of lyricism with the more characteristic realistic approach of the better Italian films. The amalgamation, however, leaves one puzzled and unsettled. Where, for instance, does the story take place? An Italian city, obviously, but not Rome, because it has canals, and not Venice, but a place chosen because it resembles a setting rather than a location. We are then asked to believe that a full-blown girl of Slavic origin would be so docile that she would allow herself to be literally pinned to her grandmother's skirt, because the old woman is blind and uses that method of keeping an eye on her. The Italian clerk, played by Mastroianni, meets her on a bridge, discovers after a series of meetings that she has been waiting a year for a former lodger to return for her. While she waits for her dream to become reality, he woos her.

In this can be seen the quality of late nineteenth-century fiction, rather than anything that we can take too seriously in the latter half of the twentieth. Dostoevsky, when made contemporary, always seems to fail. Mastroianni is remarkably sensitive when it comes to showing the bafflement and yearning of the young man, but Maria Schell only adds artifice to what is already artificial, with her by now familiar series of tearful smiles and girlish giggles, all based on a decidedly mature and stocky frame. As the dreamlike lover, Jean Marais is mystifying and aloof. The mixture of styles creates only a mixed effect, occasionally pathetic and haunting, but a failure when it come to making something fresh out of material that belongs firmly to the past.

A West German film, "The Bridge," based on the novel by Manfred Grefor, shows us seven teen-age boys, drafted into the Werhmacht during the closing days of the war in Europe, and assigned—supposedly to keep them out of battle—to guard a small bridge until it is time to destroy it, for the purpose of hindering the American advance. The boys, pumped up with characteristic German patriotism, decide to defend the bridge instead, and as a result a lot of people are killed unnecessarily, including the boys. Many incidents of this kind happened during the war. Foolish old men and youths would fire their bazookas at advancing tanks, and our units would generally draw back for a time, bring up artillery, call for air strikes, and soon enough the whole town would be a dusty, smoldering ruin.

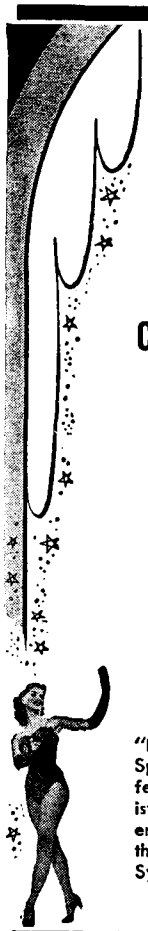
With deliberate and systematic irony, Bernhard Wicki, the director, shows such a town, introduces us to several samples of the population, along with their characteristic attitudes. There is the local Nazi leader who knows when the time has come to get out; there is a proud landowner's wife, who is anxious to uphold the family tradition of



militarism; there are others, who unbelievingly see the whole straw structure of Naziism collapse about them. The boys are presented as likable, even idealistic, but eventually they turn into frightened children who have real guns to play with, and must contend with a real enemy.

If there is any message here it is the ridiculous ease with which lives can be tossed away to no purpose during war. The battle scenes are harsh and believable, the situation is not only believable but also based on a real incident. You can be sure it is more than mere imagination. I happened to see one such town during the war. Not a building was left standing above the front doorsteps, and a few dazed people sat on those doorsteps wondering where the powerful Third Reich had gone.

—HOLLIS ALPERT.



RADIO CITY MUSIC HALL

"PARRISH"

Starring

TROY DONAHUE

CLAUDETTE COLBERT

KARL MALDEN

Co-starring DEAN JAGGER

And Parrish's three girls

CONNIE STEVENS

DIANE McBAIN

SHARON HUGUENY

From the novel by Mildred Savage
Written, produced and directed
by Delmer Daves
In Technicolor from Warner Bros.

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"PUERTO RICO HOLIDAY"—Sparkling carnival spectacular, featuring exciting company of artists and entertainers especially engaged for this production, with the Rockettes, Corps de Ballet and Symphony Orchestra.

Hate it?
Love it?
Find out
all about it—

TV
THE BIG
PICTURE

by Stan Opotowsky

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USSR

Continued from page 23

player who never missed a move, who let nothing escape him." While humor was not a strong feature of Motolov's personality, his conversation with Hitler's Foreign Minister, Ribbentrop, in a shelter in Berlin in November 1940, is amusing. During a British air raid over Berlin, Hitler and his party, together with Molotov, had to repair to the air raid shelter under the Hotel Adlon. The negotiations continued. "England,' said Ribbentrop, 'is finished. She is no more use as a Power.' 'If that is so,' said Molotov, 'why are we in this shelter, and whose are those bombs that fall?' "

Mr. Kennan has skilfully formulated a description of Soviet feelings toward the West in the early 1920s in this imaginary statement to Western governments:

> We despise you. We consider that you should be swept from the earth as governments and physically destroyed as individuals. We reserve the right, in our private if not in our official capacities, to do what we can to bring this about: to revile you publicly, to do everything within our power to detach your own people from their loyalty to you and their confidence in you, to subvert your armed forces, and to work for your downfall in favor of a Communist dictatorship. . . .
>
> . . . In the blindness that characterizes declining and perishing classes, you will wink at our efforts to destroy you, you will compete with one another for our favor. Driven by this competition, which you cannot escape, you will do what we want you to do until such time as we are ready to make an end of you. It is, in fact, you who will, through your own cupidity, give us the means wherewith to destroy you.

This is a description of the Soviet attitude of forty years ago. Were Mr. Kennan's formulation to be revised in 1961 little change would be needed to make it up to date.

In League with the Kremlin

"American Commissar," by Sandor Voros *(Chilton. 477 pp. $4.95), recounts the adventure-filled life of a Hungarian-born former American Communist. Sidney Hook, head of the Philosophy Department at New York University, wrote "The Ambiguous Legacy: Marx and the Marxists," among other books.*

By Sidney Hook

RECENT events have been grim reminders of the importance of familiarizing ourselves with Communist theory, and especially Communist practice, if we wish to understand the world around us. Illusions with respect to Communism seem perennial. The most hardy of these illusions is the notion that if the Communists for strategic reasons support some worthy cause like disarmament or oppose unworthy practices like discrimination, there can be no reasonable objection to making a united front with them. "After all—what's the harm in working with them for a common cause?" the innocent and uninstructed always ask.

A crushing answer to this question can be found in this fascinating life story spiced with an unusual dash of humor, by a former leading American Communist of Hungarian origin. Sandor Voros was one of the official representatives of the American Communist Party in Spain at the time of the Civil War. Memory of the behavior of the Communist Party in Spain, where it exploited the Popular Front in behalf of directives laid down by the Kremlin, is rapidly fading. This book should do something to revive it, because it contains a host of new and outrageous details of the Communists' indifference to the human values of the struggle, their duplicity towards their allies and supporters, and their ultimate betrayal of the anti-Fascist cause long before the Nazi-Soviet Pact.

On the basis of the record, the answer to the question "Why not unite with Communists or Communist fellow-travelers when they profess themselves willing to work in a common cause?" is at least threefold. First, they invariably subordinate the cause—whatever it is—to the Communist goal or the foreign policy of the Kremlin. Thus when the Picasso dove of peace, under whose sign many good souls were gathered, went "Boom!" in Korea, the united front organizations found themselves defending the invasion of South Korea as an action in defense of peace. Second, Communists always aim at the jugular vein of organizational control, with the consequence that a disproportionate amount of time and energy is spent in preventing them from taking over the united front organization lock, stock, and barrel. Third, the united front loses its moral integrity. For example, it will condemn discrimination in America but gloss over or deny virulent anti-Semitism in the Soviet Union; it will denounce American brinkmanship but remain silent about the periodic rocket-rattling threats of the Kremlin. The odd thing is that many lovers of peace understood these considerations when the German-American Bund sought to make a united front with them at the time it too was crying "Peace." But they are overlooked when the Communists artfully claim that they have shelved their ultimate goals for immediate objectives, despite the fact that according to Communist theory this is the earmark of unprincipled opportunism—one of the worst deviations in the Communist book.

All this is the indirect moral of Sandor Voros's firsthand account of his experiences as an American Communist. It is reinforced by his heart-rending story of how money contributed by American sympathizers for Spanish Republican aid swelled Party coffers; of how Socialist and dissident members of the International Brigade, who had staked their lives against Franco, were liquidated for criticizing Soviet policy; of the callousness, cynicism, and arrogant ineptitude of the upper echelons of the Communist apparatus, for whom no moral law was binding but only the law or line laid down by the Kremlin. Voros summarizes one of his early inner-Party experiences with the observation: "A Communist promise binds only those to whom it is given but it is *never* binding on the Communist leaders themselves."

The interest and readability of Voros's autobiography are heightened by his recital of his experiences as a stripling in Hungary during and after the First World War. The fact that he

Sandor Voros—"a host of new and outrageous details."

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had been a military cadet contributed to the subsequent roles he was to play after he fled from Hungary when Admiral Horthy took over. Even farce sometimes has historical effects. His tale of how a rained-out demonstration of less than a dozen people before the empty Hungarian Embassy saved the life of Rakosi, then languishing in a Hungarian jail, seems incredible to those unaware of how the well-oiled Communist propaganda machine functions. As Voros tells the story, the Washington papers on a slow day headlined the demonstration on the basis of the pickets' own reports. The wire services picked it up. The Communist press in Europe splashed it in special editions as hot news. *Pravda* and other Soviet papers front-paged it as a great demonstration in Washington, "the citadel of capitalism." Socialist and even liberal papers relayed the story to Latin and South America, where it sparked other demonstrations. Confronted by apparent signs of a world movement and believing he was under an international spotlight, "Horthy did not dare to have Rakosi executed: he commuted his sentence to twenty years' imprisonment." As Voros observes, once Rakosi himself was installed in power not all the demonstrations in the world prevented him from sending hundreds of innocent Hungarian Socialists and liberals to the gallows. After the Hungarian Revolution broke out, Kadar and Khrushchev wreaked their vengeance against tens of thousands in defiance of world public opinion.

Of greater local interest is Voros's discussion of his life as a Communist organizer in Ohio during the Depression and post-Depression days. Here the limitations and weaknesses of his story appear. His attempt to show that Lenin's classic description of the objective preconditions of revolution were being fulfilled in America in 1932 is pure poppycock. He has a tendency, present in many former members of the Communist Party, to magnify and glorify the activities of the Communists during the period when he was one of them and had no serious doubts about the promise of the New Jerusalem and the wisdom of its architects. He claims credit for the Communist Party for a good deal of the spontaneous outbreaks of local violence in rural and suburban areas that frustrated attempts of banks and landlords to foreclose and evict. This is sheer revolutionary romancing about the tail of the dog. Voros is proud of the work of the Communist-organized Unemployed Councils in getting concessions for those on relief. He is silent, however, about the fact that these Councils spent a good deal of their time—and since he was a good Communist leader, probably under his direction—in breaking up the meetings of the Unemployed Leagues, organized by Socialists and independent radicals who had discovered and proclaimed the truth about the Communist movement long before Sandor Voros.

When he was not a Party organizer Voros earned his living as a furrier. After he broke with the Communist Party upon his return from Spain and tried to resume his trade, the Furriers' Union, then under the control of the Communists, headed by Ben Gold, made life impossible for him. Although he was a bona fide trade-union member, he could get no work and was subject to physical attack. He finally left New York in quest of a new life. As a tale of adventure, his book has more exciting qualities than many novels.

There is one puzzling feature about it. Sandor Voros obviously is a very skilful writer and his story deserves the tribute paid to it by Granville Hicks, James Wechsler, Theodore Draper, and others who are well qualified to judge its verisimilitude. But Voros broke with the Communist Party more than twenty years ago. Why did he wait so long to write this account, whose merit insured that it would find ready publication? Its educational effect would have been far greater had it appeared before this. Whoever is responsible for the delay—whether the author himself or others—has done a disservice to Sandor Voros and the cause of freedom.

The Tie That Binds Two Giants

"Dragon in the Kremlin: A Report on the Russian-Chinese Alliance," by Marvin L. Kalb *(Dutton. 251 pp. $4.50), assembles information, insights, and opinions gathered in globe-wide interviews. Alexander Dallin is associate professor of international relations at Columbia University's Russian Institute.*

By Alexander Dallin

MARVIN KALB is an astute observer, known to many from his earlier book, "Eastern Exposure," and for his current reporting for CBS News from Moscow. He is one of the handful of Soviet affairs specialists in the "mass media" who spent years—in his case, at Harvard, Columbia, and in the Soviet Union—learning about the USSR.

Kalb's present book is an ambitious attempt to make sense of the complex and inadequately studied problems of the Sino-Soviet relationship. When he realized their magnitude and potential importance and was struck by the general paucity of information, he determined to journey around the world in search of answers. This book, then, is an account of his trip to a dozen or so capitals, from London to Tokyo. At each stop we learn what the "experts" whom Kalb consulted had to say—as well as some other telling but often irrelevant comments.

The result is a highly readable account, dashed off with brilliance, at times oversimplifying but always interesting and informed. It is no fault of the author that the quality of the information and insights he garnered varied greatly. The best is very good indeed; the worst is a hodge podge of rumors, guesses, and contradictions. Since evidence and hypotheses are presented piecemeal, as they came up in Mr. Kalb's interviews around the globe, the reader may lack a coherent framework for them. It is amazing, too, how many presumably competent foreign service officers and journalists are unable to come up with sensible views of the Russian-Chinese alliance. Thus, discussing the communes (a "hot" sub-

Marvin L. Kalb—"varied advice."

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ject at the time of Mr. Kalb's trip), one journalist in Hong Kong displays a classic failure to understand Communism when he remarks in puzzlement: "After all, why should Khrushchev care how the Chinese peasants live? And for that matter, why should Mao be concerned that Khrushchev, who may be just another 'foreign devil' to Mao, does not like his pet project?"

Why indeed? Most of the hypotheses could have been picked up and researched in Washington or New York. What novel detail Mr. Kalb presents relates in large measure to the Indian and Southeast Asian Communists—often uncertain and divided, or cautiously veering from Moscow to Peking.

In his concluding chapter Mr. Kalb reveals himself as an expert in his own right—more competent than many of those he consulted. One suspects that he might have done better to have systematically surveyed the assumed areas of Sino-Soviet conflict and cooperation, or the various hypotheses about what makes them tick—at the same or at different rates. As it is, we wind up envying Mr. Kalb his fascinating trip but uncertain about the answers. At different points we hear that Liu Shao-chi, for instance, is a moderate, an extremist, a "Moscow-firster," and the key opponent of Khrushchev. Which is it? We remain unsure of how much importance to attribute to the fact that Russia and China find themselves at different stages of social and economic development and of "Socialist construction"; we are not told how important national traditions and divergent "national interests" are, or how overriding the community of ideological orientation and objectives between Moscow and Peking. Does the Chinese appeal as a non-white movement in Asia and Africa outweigh the handicaps it faces due to backwardness, intransigence, and traditional conflict with overseas Chinese? The author saith not.

The evidence that has come to light since Mr. Kalb finished his book helps define both the scope and the limits of conflict between the two Communist giants. It would corroborate his view that, while the tensions are often severe and the differences over a variety of issues considerable and intense, "it would be supreme folly to anticipate a dissolution of the alliance. . . ."

Mr. Kalb produces an awesome picture of the Chinese Communists as hard-working, tenacious men with a strong sense of dedication, dignity, and destiny. He warns that the "China problem" may dangerously change once Peking acquires nuclear weapons and ICBMs. To those bothered by the prospect Marvin Kalb offers a wide range of varied opinion and advice.

TRADITIONAL TALES

Attic Apothegms

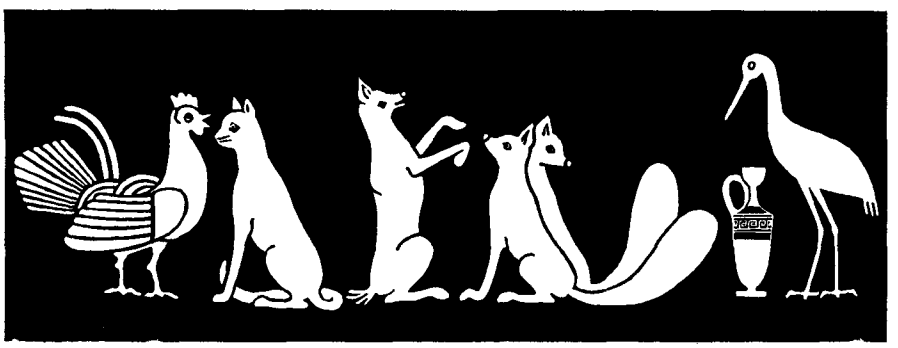
"Aesop Without Morals," translated and edited by Lloyd W. Daly *(Thomas Yoseloff. 307 pp. $5.95), presents the fables shorn of their later accretions and accompanied by the first-century "biography" of their legendary author. Kimon Friar, editor of The Charioteer, a quarterly of modern Greek culture, has translated "The Bacchae" of Euripides into English verse.*

By Kimon Friar

AESOP was "of loathsome aspect, worthless as a servant, potbellied, misshapen of head, snubnosed, swarthy, bandy-legged, short-armed, squint-eyed, liver-lipped—a portentous monstrosity. In addition . . . he was dumb and could not talk." Thus begins the marvelously fabricated life of Aesop written in the first century (probably), by a Greek-speaking Egyptian (perhaps), and now translated for the first time by Lloyd W. Daly from a tenth-century manuscript in the Pierpont Morgan Library. I pause to wonder, as I have often done, why such fascinating originals are left untranslated for centuries while tome after tome of scholarly commentaries are poured out in the meantime by the academies.

It doesn't matter if this life of Aesop can be verified, or is a compilation of distorted anecdotes handed down the centuries, or is completely false, for in itself it is an ancient document of charm and verve, worthy of being read in its own right as a novella crammed with anecdotes and fables often more interesting and certainly more naughty than those traditionally attributed to Aesop himself. I would not be surprised if the oral and written tradition on which it probably drew contained the essential traits of the veritable Aesop, as fabulous and mysterious a figure as Homer. And how traditional of tradition to make the father of moral fables as mute as Homer was blind, and as ugly as that other sage, Socrates! I hope that the poor fellow at least had his own particular Alcibiades. But he was not spared his hemlock, for he was pushed off a cliff by angry Delphians because of his insulting sarcasms.

And alas for the fables themselves! Dr. Daly has collected all those that might properly be called Aesopic (although it means omitting such old favorites as "The Town Mouse and the Country Mouse") and has tried to present a "reliable, an intelligible, and, hopefully, a readable English version of the Greek prose fables." He has also tried not "to improve on the fables nor to make them better than they are." In all this Dr. Daly has succeeded admirably: his renditions *are* reliable, intelligible, readable, and—not at all as interesting, as witty, as delightful, as wondrous, as absurd, and as edifying as those that entranced our childhood years and taught us morals and manners. All our childhood favorites, we now find, are adaptations, additions, and revisions by Greek and Latin versifiers, medieval moralists, and shameless paraphrasers from every nation. Poor Aesop! He is that rare example of dubious authorship truly improved on. Dr. Daly's correct renditions are for scholarly readers interested in lean meat, in "things as they really are," and he now joins



—From the book.

"Even in ancient times authors were impelled to embellish Aesop. . . . Socrates, as he waited for the hemlock, tried his confessedly inept hand."

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that considerable body of puritans who read the correct, new translations of the Bible with the clear conscience of prose and not the guilty pleasures of poetry.

Take the moral tags, for instance. Dr. Daly rightly points out that these fables are not only moral tales, but primarily shaggy-dog stories, often cynical, often humorous, often depicting horrid human manners under cover of animal behavior, and he has therefore relegated these tags to an appendix. But compare his strictly accurate transcriptions with those to which Thomas James, Esq., has accustomed us in his adaptations of 1848. "Pride shall have a fall" we now discover is in truth "Many men injure themselves in their ambitiousness." "A bird in hand is worth two in the bush" now limps along as "Present advantage is preferable, even though slight, to any anticipation, no matter how great." And what can this homily be: "So it is that men who aim at a blessing denied them by nature not only fail to attain it but get into very great trouble besides"? None other than: "One man's meat is another man's poison"! No wonder Dr. Daly swept them all into an appendix.

If I am to have Aesop or Aesopic in prose, then I prefer the collection made by Ernest Rhys for the Everyman Library, containing as it does a goodly potpourri from Thomas James, William Caxton (1484), Phaedrus, Avianus, Astemius, La Fontaine, Lessing, Gay, and, of course, Tolstoy. Even in ancient times authors were impelled to embellish Aesop with the rhythms and tropes of versification, and Socrates himself, as he waited for the hemlock, tried his confessedly inept hand. My favorite of all favorites is that unprocurable curiosity by the author of "A Poem on the Excellent and Useful Invention of Making Sea Water Fresh" (1686), Edmund Arwaker, Rector of Donaghmore in Ireland, Chaplain to his Grace the Duke of Ormond. Arwaker entitled his elaboration on Aesop "Truth in Fiction, Or Morality in Masquerade" (London, 1708). Here is the fable of "The Lioness and the Fox" as reliably rendered by Dr. Daly: "A lioness who was being belittled by a fox for always bearing just one cub said, 'Yes, but it's a lion.'" And here is the Reverend Arwaker's textually irreverent version "done" into English verse: "A Saucy Bitch-Fox durst her Queen upbraid,/That but one Whelp at ev'ry Birth she had;/The Lioness reply'd, But One indeed,/But that a Lion, and of Royal Breed!"

Here is the Aesopic tag faithfully rendered by Dr. Daly: "The story shows that quality, and not quantity, counts."

And now for the Reverend Arwaker's lengthy, resounding Moral, a luxurious tail that wags the dog:

We should not Things by their Abundance rate,
'Tis Merit gives them their true estimate;
The Firmament do's many Stars display,
But 'tis one Sun alone that gives us Day.

Tir'd with the frequent Use, we Pleasures slight,
Their Rarity enhances their Delight,
Tho' from the Sun we Light's great Blessing find,
The Favours multipy'd would strike us Blind.

Moral: Scholarly books are for scholars; but in the common market, "fine feathers make fine birds."

Prisoner of Eternity

"The Legend of the Wandering Jew," by Joseph Gaer *(Mentor. 152 pp. Paperback, 50¢), traces the theme of the man accursed with immortality from its first recorded appearance to its latest modern rendering. Gabriel B. Schonfeld is educational director of Beth El Synagogue Schools, New Rochelle, N.Y.*

By Gabriel B. Schonfeld

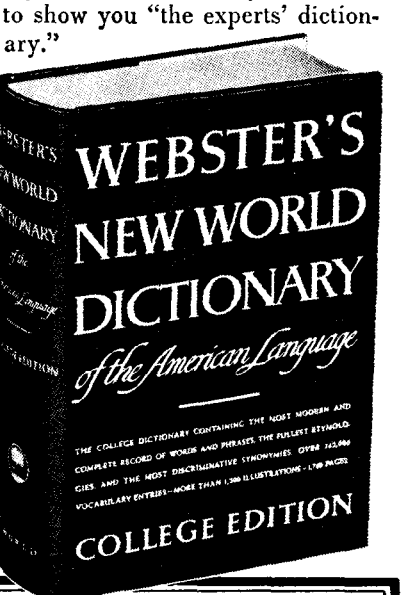
SINCE the earliest written account of the eternal wanderer the legend has taken numerous shapes, twists, and turns, until only its essence remains while its origins are forever obscured in antiquity. The best known of the current versions is André Schwartz-Bart's "The Last of the Just." The most widely circulated story, however, is set in the time of Jesus, a story in which, incidentally, there is no identifiable Jewish character; but the prototype of the doomed wanderer, as Joseph Gaer points out, is Cain, Adam's fratricidal son, who is made to walk endlessly on the earth.

The first documented post-Biblical appearance of the legend was recorded during the period of the Crusades in 1228 by a Benedictine monk, Roger De Wendover, and completed in 1250 by another monk, Matthew Paris, in a work entitled "The Chronicle of St. Albans Abbey." They tell of an Armenian bishop who on a visit to the Cloister at St. Albans described in detail an encounter with one Cartaphilus, who claimed to have been a porter in the household of Pontius Pilate.

When Jesus was on his way to the crucifixion, he tarried in front of Pilate's house, momentarily resting from the burden of bearing the cross. It was at that moment that Cartaphilus is said to have struck him a resounding blow

Among other things, I means the ego; it is also the symbol, in *astronomy*, for the inclination of an orbit to the ecliptic; in *chemistry*, for iodine; in *physics*, for the density of current, the intensity of magnetization, or the moment of inertia; in *logic*, for a particular affirmative proposition.

If you look in a *modern* dictionary, you will find all this information and more, directly following the I entry. A *modern* dictionary is a particularly affirmative proposition, full of many surprising, illuminating, and informative things. If you are still using a dictionary put together many years ago, perhaps you ought to ask yourself: "Should I use a horse and buggy in the space age?" In a *modern* dictionary *every entry* is freshly defined — with clarity and directness — for the times in which we live. If you'd like to see a *modern* dictionary at its best, ask any bookseller to show you "the experts' dictionary."



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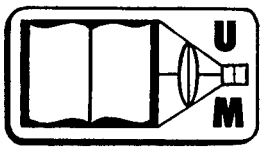

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ANN ARBOR, MICHIGAN

on the back and shouted, "Go faster, go faster! Why do you linger?" To which Jesus answered, "I am going, but you shall wait until I return." And from that day Cartaphilus began a life of painful immortality.

It is not known exactly where or when the legend actually began, but in the innumerable retellings over the years most of the essential facts remained. Some details, however, changed. The wanderer's name, for example, appeared variously as Malchus, Laquedem, Juan Espera en Díos, Buttadeus, and most frequently as Ahasuerus. Wherever he was, wherever he went, he carried the unbearable burden of eternal life, and was in perpetual quest of salvation and ultimate release.

But somewhere along the line a single factor was added to the legend that gave the story the name it was permanently to bear. And this was when the accursed wanderer came to be known as the Wandering Jew.

It is significant in the light of recent history that the first mention of a wandering Jew came from a German source, a pamphlet entitled "Kurze Beschreibung und Erzählung von einem Juden mit Namen Ahasverus," which was published by the Bishop of Schleswig in 1602. Prior to that time the wanderer was not identified with any religious group. Which underscores one of the most disturbing effects of the legend: in many quarters it was taken seriously and added to the repertoire of anti-Semitic allegations. Yet, the term *ewige Jude*, or eternal Jew, can be construed by his defenders as a testament to his indestructibility, which is certainly a more appropriate interpretation.

Mr. Gaer's investigations have taken him to the religious literature of other faiths, for manifestations of the legend are to be found in the corpus of the major ones, and even in Mormonism.

This valuable little book provides the most important renditions of a fascinating theme.

Books in the News

Continued from page 21

entail risks far less serious than the risks we are taking right now in the arms race, but disarmament—of the sort to which we are already committed—offers the prospect of real peace, not merely a momentary stalemate in a world armed to the teeth.

Hadley properly designates one of the risks of disarmament when he harks back to the Roman praetorian guard that made and broke emperors at will. The monumental "World Peace Through World Law," by Grenville Clark and Louis Sohn, is listed in Hadley's useful bibliography and constitutes the best answer with respect to the erection of all possible safeguards. Warburg's book neatly sums up the Clark and Sohn proposals.

Arms control, says Hadley, seeks only to change a country's military policy to reduce the likelihood and violence of war. Warburg believes that such a policy can at best achieve a "breathing space." Warburg sets forth in the following words an unpalatable, almost indigestible fact which Hadley (and many others) neglect to consider: "So long as any fully sovereign national governments possess any of the weapons of the atomic age, and so long as governments retain 'sovereign right' to use war as an instrument of national policy, the survival of civilization will be threatened."

There are only two roads, not three. Disarmament is a rough road, all uphill, but it leads to genuine peace. The arms race travels at giddy speed on a smooth downhill road leading to and over the brink of the abyss. Arms control isn't a road at all but a short, confusing detour that leads back to the other roads.

Books like these by Warburg and Hadley can help our leaders formulate the serious and precise proposals for directing the world to the right road before our luck runs out.

Reaction to a Chinese Laundryman

By George Dowden

I UNDERSTAND. He is very old
and would like to return to China to die;
but two shirt collars were ruined
and the shirts were poorly pressed.

I had to change laundrymen.
There are still many packages of finished
shirts on his shelves. When I pass
his window now I lower my head,
though I am not ashamed.

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SATURDAY REVIEW

Circulation Department

25 West 45th St., New York 36, N. Y.

Anisfield-Wolf Awards

Continued from page 16

title is taken from the inscription on a farewell gift given to Mr. Braithwaite by his class.

The author, born in British Guiana, was graduated from City College of New York and did postgraduate work at Caius College, Cambridge. At the outbreak of World War II, Mr. Braithwaite joined the RAF and became a fighter pilot. Upon his separation, he tried to find work in science or industry. In "To Sir, With Love" he records his reaction upon realizing that his color was an insurmountable barrier: "I had forgotten about my black face during those [war] years. I saw it daily yet never noticed its color. I was an airman in flying kit while on His Majesty's business, smiled at, encouraged, welcomed by grateful civilians in bars or on the street, who saw not me, but the uniform and its relationship to the glorious, undying 'Few.' . . . Now . . . disappointment and resentment were a solid, bitter, rising lump inside me." A chance meeting with a stranger in a park was responsible for Mr. Braithwaite's teaching appointment, for his significant adventure in brotherhood—and ultimately for the writing of his award-winning work.

Mr. Braithwaite was unable to be in this country when the awards were presented, but I did talk at some length with Louis Lomax, who told me how "The Reluctant African" came into being. "I knew the story of the African revolution wasn't being reported," he said. "Too many people still think of Africa as a primeval place where you find nothing but jungles. I made up my mind to go there if I could, and I was lucky enough to have the trip underwritten by *Life* and the Harper publishing house. I hope the book will sound an alarm; vengeance is not the need of the hour."

As a Georgia-born Negro, Mr. Lomax said he views with satisfaction the gradual erosion of the segregation pattern in this country, as well as the growing achievements of American Negroes. "We knew we were expected to be thieves and liars and nobodies," he said, "so we set out to fool them."

The Anisfield-Wolf Awards, now in their twenty-sixth year, honor the donor's father, John Anisfield, a Cleveland philanthropist who died in 1929. The name of Mrs. Wolf's husband, Cleveland lawyer Eugene Wolf, was added to the awards after his death in 1944. Among the previous winners are Julian Huxley, Louis Adamic, Maurice Samuel, Sholem Asch, Alan Paton, John Hersey, Langston Hughes, Martin Luther King, and John Haynes Holmes.

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MR. GANDHI

by Ranjee Shahani

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If you are concerned about college or preparatory school costs for your children—READ ABOUT THIS

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IT'S NO SECRET that a college (and preparatory school) education represents a major expense for parents these days. Only a fortunate few can afford higher education for their children without financial help. And the "fortunate few" are becoming fewer . . . because the spendable income of families in the "over $10,000" income bracket has dropped between 15% and 21% in the past ten years while college costs have spurted almost 75% with no evidence of a levelling-off. At the same time, it's also no secret that a college education is important if your young ones are to succeed in a world of competition and, to a greater degree than ever before, of opportunity. Even today, the traditional white collar job is being tagged for the college graduate. *Some advanced education for your son or daughter is a must.*

GRANTED THE PROBLEM of increasing educational expenses, how will you meet them? Institutional scholarships . . . Work grants . . . Federal aid . . . State loans . . . these are possibilities which in individual cases may provide a satisfactory solution. But, in almost every case, the demand far exceeds the supply. College is, after all, a once-in-a-lifetime opportunity and for you a once-in-a-lifetime investment in your children's future. It is the growing acceptance of education as an investment that is prompting more and more middle-income parents to turn to private educational financing as a reliable source of needed funds.

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Funds for Education, Inc. offers the most economical nationwide educational financing in any amount from $350 to $10,000, for any period of study between one semester and four full years, and with up to six years to repay. Its INVESTMENT-IN-EDUCATION PLAN pays tuition, lab fees, room and board, travel . . . all costs directly related to education . . . and it will pay these costs at any accredited school or college anywhere in the world. Interest rates are low. The Plan may be cancelled at any time without penalty. Insurance provisions that protect the student's education in case of your death or total disability are provided at cost. The Investment-in-Education Plan will disburse funds to you or to the school, as you may designate in the amounts specified at the start of each term or semester. *This means that funds are available when needed.* The following schedule summarizes the available plans, and the details of cost and repayments.

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4	2	1	$ 700	$ 2,500	12	.660%	3.8400%	$ 87.08
5	2	1	$ 700	$ 2,500	18	.695%	4.3987%	$ 59.80
6	2	1	$ 700	$ 2,500	24	.726%	4.8700%	$ 46.33
7	4	2	$1,400	$ 5,000	20	.675%	1.7250%	$104.00
8	4	2	$1,400	$ 5,000	24	.690%	2.0600%	$ 87.92
9	4	2	$1,400	$ 5,000	36	.735%	3.2277%	$ 62.16
10	4	2	$1,400	$ 5,000	48	.783%	4.0130%	$ 49.66
11	6	3	$2,100	$ 7,500	30	.690%	1.3100%	$105.00
12	6	3	$2,100	$ 7,500	36	.700%	1.4667%	$ 88.75
13	6	3	$2,100	$ 7,500	48	.740%	2.4120%	$ 70.38
14	6	3	$2,100	$ 7,500	60	.784%	3.1880%	$ 59.93
15	8	4	$2,800	$10,000	40	.690%	0.8100%	$105.00
16	8	4	$2,800	$10,000	48	.708%	1.1670%	$ 89.58
17	8	4	$2,800	$10,000	60	.742%	1.9324%	$ 75.59
18	8	4	$2,800	$10,000	72	.785%	2.6368%	$ 66.96

* Available for second semester only in conjunction with another contract of longer duration.
** Monthly payments include interest and insurance costs and are computed for a contract which provides $500 per semester or $4,000 for four years or eight semesters.
† Denotes term charge rather than per annum charge.
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EDUCATION IN AMERICA

Education Editor: PAUL WOODRING

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SR/EDUCATION
MAY 20, 1961

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This monthly supplement is sponsored by the Fund for the Advancement of Education, which has prepared its contents in cooperation with the staff of Saturday Review. The editors of SR retain responsibility for the material appearing in this supplement.

Correspondence regarding manuscripts or editorial content should be addressed to: Editor, Education Supplement, Saturday Review, 530 Fifth Avenue, New York 36, N.Y.

The Television Teacher

SEVERAL HUNDRED teachers have appeared before television cameras this year for the first time. A few are famous musicians, artists, or scientists accustomed to large audiences, but the great majority are elementary and secondary teachers, fresh from the classroom, selected for their known competence as teachers. For them, television teaching is a new experience—an exciting and arduous one.

It takes courage for a professional teacher to appear on television. So long as he remains in his own classroom he is relatively anonymous; his work is known and judged by only a few children and an occasional supervisor. If his facts are mistaken, or his judgments naïve, the children rarely know the difference and can do little about it anyway. If he fails to prepare for the day's activities he can get by somehow. If he does not know his subject he can still ask questions of the children and pretend he is using the Socratic method, or he can urge them to "look it up." If his presentation is dull the children will merely sigh and accept the dullness as one of the normal hazards of the academic life. Tenure laws protect him unless his work is exceptionally bad.

When the teacher goes before an open-circuit television camera, all this changes. Now both his scholarship and his teaching skills will be rigorously judged by an audience of thousands that, in addition to the children, will include parents, educational experts, academic scholars in his own field, other teachers, and a wide variety of critics who are looking for the worst in educational television. His judgments and opinions will be widely questioned and discussed. The slightest factual error will be picked up by many viewers. A few slips in English will make him a laughingstock. A dull or ineffectual presentation will no longer be tolerated. There is no tenure on TV.

Many teachers whose success in the classroom was far above the average will not survive this new scrutiny. Those who do survive will deserve rewards and recognition far beyond those of teachers who confine their activities within classroom walls, and they will get it. It seems probable that the emergence of a few teachers into the open, where their work will be subjected to an evaluation comparable to that given the work of writers, actors, artists, and musicians, will bring a new dignity to the teaching profession and a new public respect for it. Such respect is well deserved because teaching is a high art and great teaching is probably as rare and as difficult to achieve as greatness in any other field.

We salute the television teacher and wish him well. The success or failure of educational television rests with him. He will not replace the classroom teacher—the two will complement each other—but television teaching will add an important new dimension to the profession. —P.W.

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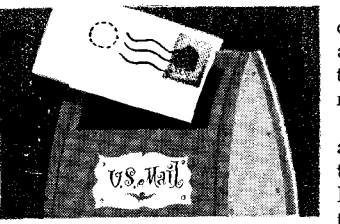
Letters to the Editor



THE MEANING OF EXCELLENCE

MAY I TAKE THIS opportunity to extend compliments on the editorial "The Meaning of Excellence" [*SR*, Apr. 15]. This is one of the best statements we have been privileged to come across, and I have ventured to use it in a communication to our teachers.

May we also tell you that the articles and data which have been offered in *SR*, especially those concerning education, have been most stimulating and thought-provoking.

CARL A. MAGNUSON,
Superintendent of Schools.
Bristol, Conn.

"THE MEANING OF EXCELLENCE" precisely and beautifully expresses our views on excellence in education.

MRS. WINIFRED PHELPS.
Wheaton, Ill.

YOUR STATEMENT on "The Meaning of Excellence" hit the mark squarely, with perception and security. Volumes will say it no more clearly or forcibly.

FRED MOORE,
Riverside High School.
Painesville, O.

WE NEED MORE articles such as "The Meaning of Excellence." We who teach need such inspiration. I have taken the liberty of including excerpts in my monthly bulletin to some 1,100 elementary teachers in the Kanawha County Schools, and, of course, indicating the name of the author and of the magazine.

WINIFRED H. NEWMAN.
Assistant Superintendent.
Charleston, W. Va.

YOUR ARTICLE "The Meaning of Excellence" was just that—excellent. I am happy to see you putting emphasis on the need for well-defined goals. If a concerted effort were made all over the country, in every school district, to set forth their goals, we would attain a much improved relationship between the education profession and the folks who pay the bills. This approach would go far toward eliminating the lethargy that often occurs when the citizen's only responsibility to the school is paying taxes and attending the PTA.

I have been much impressed by *SR*'s Education Supplement. In my opinion, it has greatly increased the value of the magazine.

JERRY CORDREY,
Assistant to the Director,
Program Development Division,
American Farm Bureau Federation.
Chicago, Ill.

SMALL COLLEGES

YOUR LIST of "Some Really Small Colleges" [*SR*, Apr. 15] includes Atlanta University, which constitutes the largest related unit of higher education for Negroes in the United States, if not in the world. I think you will agree with me that Atlanta University, which will celebrate its centennial in 1965, does not belong in a list of really small colleges. It is possible that there may be another of which I have not heard. We need money—who doesn't?—but our situation is not desperate.

LAWRENCE MACGREGOR, Chairman,
Board of Trustees,
Atlanta University.
Summit, N.J.

EDITOR'S NOTE: *We regret the error. The Atlanta University system is a large and complex one and should not have been included in our list. The sources from which we drew our statistics failed to include enrollments in the various colleges associated with the university.*

AS AN ALUMNUS of King College, I was delighted to see my alma mater receive publicity ("Some Really Small Colleges"), but apparently the only reason it was listed was that it was small and fully accredited. Let me add at least one other. King ranks fourth among undergraduate colleges in the percentage of its alumni taking Ph.D.s in chemistry and biochemistry, according to a survey of the American Chemical Society.

RILEY COVIN.
Canton, N.C.

IN YOUR list of "Some Really Small Colleges" you included Gallaudet College in Washington. It would be well to call the attention of your readers to the fact that this institution is exclusively for those with serious impairment of hearing.

RUTH HUBBARD.
New York, N.Y.

YOUR LIST of small colleges includes Siena in Memphis, which has 214 women students and one man. You are missing a good story—tell us more about this lucky fellow.

JOHN MAASS.
Philadelphia, Pa.

EDITOR'S NOTE: *He's married.*

ADMIRAL RICKOVER

AS A TEACHER with experiences at all levels of education, elementary through college, I wholly agree with Admiral Rickover's criticisms and proposals for the reorganization of American education in and around the classroom teacher, along with the gradual and decisive elimination of administrative dead wood.

As a long-time reader of *SR* I am not a little amazed at the "tongue in cheek" tone of Koerner's closing paragraph on Rickover, in lamentably poor intellectual taste, as he describes the admiral as a "hopelessly inner-directed man," etc.

If Rickover is as hopelessly inner-directed as Koerner implies he would be little more than a preacher or educational phrase-monger. As a doer as well as a thinker Rickover's work with the Navy's Reactor Program speaks for itself . . . because *both* theory and practice are the prime components of an integrated and mature sense of reality.

ARTHUR J. SCHNEIDER, ED.D.
San Pedro, Cal.

A WORD OF gratification for Admiral Rickover! There is need for stiffening in national outlooks.

B. N. FRYER.
Santa Barbara, Calif.

"ADMIRAL RICKOVER: GADFLY"—Naw! "Admiral Rickover: Child Buyer."

ETHAN E. EDLOFF.
Detroit, Mich.

WHERE CREDIT IS DUE

MY PORTRAIT of Lawrence A. Cremin, which appeared on page 70 of *SR*'s April 15 issue, was published without copyright notice or photographer's credit in my name. . . .

MARTIN S. DWORKIN.
New York, N. Y.

EDITOR'S NOTE: *SR regrets the omission.*

WHY STUDENTS PICK HARYALE

EUGENE S. WILSON [*SR*, April 15] seems to assume that most high school students want to go to college because they want "knowledge." They do not. They want to go to college because it's the thing to do, because it will give them better backgrounds for their jobs, etc. That's why they pick the "prestige" college in the first place.

MARJORIE MADONNE.
Berkeley, Calif.

FEDERAL AID TO EDUCATION

SENATORS CLARK AND GOLDWATER are both verbose and, to put it politely, slightly gassy, on the issue of federal aid to education.

Why expand on a situation that can be resolved in a paragraph? The issue is . . . will school aid derive from federal or staie funds and administration? In either case aid will come from taxes. Since the brighter spotlight is on federally administered aid, and more likely to be honest than administration at the state level (not to mention duplication of bureaucracy in fifty states), we plump for federal aid under the so far objective eye of young Mr. Kennedy.

VALMORE COTE.
Manhattan Beach, Calif.

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THE UNDERSTOOD CHILD

Many boys and girls of the generation now coming into maturity have been reared in child-centered homes and educated in child-centered schools. Their entire lives have been closely supervised by parents, teachers, and guidance specialists deeply committed to the idea that understanding the child is of paramount importance.

Does being "understood" help a child to grow into maturity or does it create new problems for him by freeing him of personal responsibility and giving him nothing against which to rebel? Harold Taylor, who explores these problems for us, is the author of "On Education and Freedom," and "Art and the Intellect." He is now at work on two new books, one on education, the other on philosophy.

By HAROLD TAYLOR

WE HAVE not yet realized the effect our national attitudes have had on the younger generation over these past ten years. We have assumed that schools and colleges are places where the young should be insulated from political and social controversy, and that college students are to be suspended between two worlds, the world of adolescence and the world of adulthood. We have thought of the home as a shelter against psychic shock, a center of warmth, understanding, and togetherness. We have thought that relations between people must always be free of tension, that children and parents must always understand each other.

We have then wondered why the young have been so silent, why they didn't show more initiative, why they seemed to settle for so much less than they could try for, why they sailed along with the tide and weren't interested in bucking it. We assumed that because they were quiet, they were acquiescent. They were not. They simply did not care to speak of what they knew.

What they were doing, in fact, was growing up in a world that mixed security and danger in so clever a way that at every step they were counseled by the older generation to be careful of what they said and what they did, to do what everyone else was doing so that they would not be criticized and become unpopular or be marked as an outsider. A member of this generation has said of the attitude of the older generation that "everyone was required to be well-rounded; well-rounded in the sense that all the sharp edges are to be rubbed off until one is perfectly round, like a tennis ball, with a little friendly fuzz on the top." Or, as another student has put it, "We are the generation of the third eye, the eye of self-consciousness. . . ."

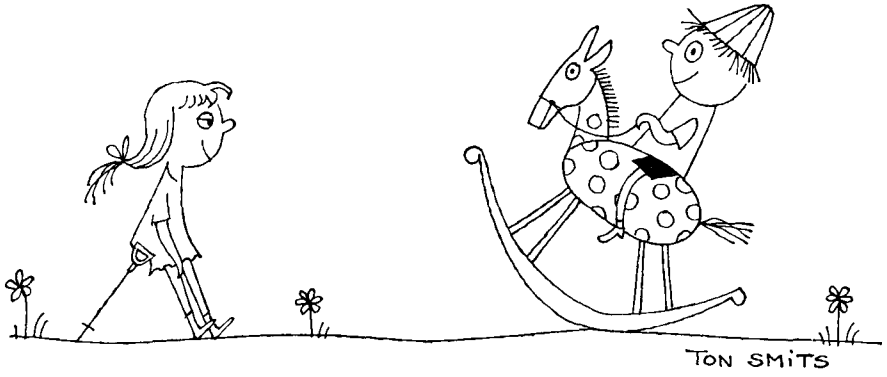
At every step members of the younger generation have been cautioned, watched and studied, treated as subjects for analysis. They are the children of understanding parents. They have learned to live with the handicap of being understood, and in the process have understood more than we have realized.

The younger generation now presents a new attitude, and a degree of self-understanding unknown in previous generations of the young. Coupled with this has come a higher degree of social sophistication and new high school patterns of social behavior which were formerly the patterns of college students. Social relations and the whole apparatus of dating, pinning, going steady, telephoning, and party-going have been brought into the lower age groups—to the fourteen-year-olds rather than the seventeen- and eighteen-year-olds of former years—with a lowering of the average marriage age by approximately two years.

TWO things have happened. One is that the young have already learned to practise in their own way what there is to know about the social life and customs of adult society. The other is that the younger generation has separated itself from the older by a shift in attitude toward parental authority, a shift that has come about largely through the modern attitude of parents toward their children. The young have now established their own quasi-adult society with its own vocabulary, emotions, heroes, attitudes, and customs. They have become self-sufficient and independent as a group, but in a curious way less identifiable as individuals, more easily classified as groups with common customs and ideas. They take their cues from the attitudes of their own kind, rather than from individual models provided by their parents.

The growth of a new attitude toward child-rearing has meant that most parents in bringing up this generation have made a genuine effort to understand their children and not to impose parental authority in ways that might inhibit the young child.

As a result, it is extremely difficult for the child to rebel, since he is understood rather than repressed. This has its consequence in giving him nothing but feather pillows to fight, and in developing an attitude of self-understanding before there is a great deal of self to understand. We have all heard fifteen and sixteen-year-olds discussing with their parents and among themselves the correct way of handling sixteen-year-olds, including their own relation to the authority of their parents. If an effort is made by parents to assert authority, it is usually rejected, since both parents and child know that there is little the parent can do about a refusal to accept authority. The modern parent is unlikely to threaten the sixteen-year-old with bodily harm, and threats to withhold money or special privileges very often produce more tensions and problems than they solve, since they set conditions which it then



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becomes almost impossible for the parent to meet when the showdown comes.

Most sixteen-year-olds are sufficiently sophisticated not only to know the limits of power possessed by their parents if it were to be put to the test, but are also prepared to live an independent emotional life by depriving the parents of a return of affection, by appearing a minimum amount of time at home, by surface conformity to demands, or by simply leaving home altogether. With the removal of the concept of parental authority, the balance of power in family life shifted to the young.

In a relationship at once informal, friendly, and mutually accepting, the parents become not objects of filial piety, but adult friends with whom one may have a deep or fairly superficial relationship and who have certain obligations toward their children. Having dropped the attitude of parental authority, and with it the necessity of obedience to parental wishes, parents now find themselves with a new set of consequences for which in many instances they had not been prepared. Having staked everything on a warm and affectionate relationship with the child, parents cannot then resort to older methods of authority with any expectation of respect and obedience.

In this situation, the strongest force that parents usually exert is an attempt to produce a feeling of guilt on the part of the child in causing distress to the parents whose requests are disregarded, a guilt that may from time to time have its own aggressive manifestations in a confused rebellion and a sense of frustration on the part of the child. A new syndrome thus emerges in which there is no longer a clear-cut authority-freedom issue for the adolescent, but instead there are ambivalent feelings of obligation, responsibility, and guilt. Whatever satisfaction there may be in open rebellion is stifled at the source. The adolescent is unable to rebel, since before overt rebellion occurs his parents will no doubt demonstrate their "understanding" of his wish to rebel by assuring him that it is perfectly natural. The tension of opposites, so often a necessary part in the healthy emotional situation of the adolescent, disappears in a warm bath of parental affection. The parent in fact has no control over the child; the child often has not yet had sufficient experience to exert control over himself.

This underlies and creates a new and different attitude on the part of high school and college students to the authority of their parents. It also creates a different attitude on their part to the authority of the school and college. The shift has been foreshadowed by a change in the social structure of the high school and preparatory school. In place of the disciplinary methods of twenty-five years ago has come a philosophy of student responsibility, worked out in the early progressive schools and spreading from there to the rest of the school system. There is a great deal more structure than before in the social organization of the American high school, partly because it has been asked to assume more and more duties that were formerly attached to the family—out-of-school play, entertainment, musical skills, sports, and outings. Much more is arranged for the students, in many more areas, and students learn to move from one social group to another in regular ways. At the same time, students are given more responsibility for sharing in educational and social policy-making. Added to this is the provision of entertainment by football games, television, radio, mass magazines, and community projects. The young person's attitude toward entertainment in general becomes that of a spectator; he no longer takes up with the same enthusiasm his opportunities for self-expression. Faced with the alternative of accepting the social patterns already arranged for him by parents and schools, or of inventing a life of his own by his own efforts, he has been persuaded to rely on the easier way of letting others do it for him.

AT the same time, in its wider dimension, American culture has become fascinated with its own self-analysis; its novels are introspective, almost totally concerned with personal questions and relations; its theatre and poetry have turned to the emotional content of human life and away from the biggest human issues; its social comment has to do with the nature of the American character. It has become a self-absorbed culture; its intellectuals are more interested in analysis than in synthesis, in probing and investigating rather than in acting. It is a country of committees, of questions, and whenever an action is proposed or an idea is held it is first given a going-over to decide in advance whether the action will be approved or the idea accepted. Whenever anything is suggested a thousand little men run out from behind things to say why it can't be done or how it might fail. There is such a deal of peering, peeking, probing, and harassing on all sides that it is a wonder that anything gets done at all. As Christopher Fry once said, "Everywhere we hear the patter of tiny criticism. . . ."

The total influence of the culture is therefore to teach the young to run in groups, as if America were one consecutive series of committees of which no one wanted to be chairman, and in which everyone must be included.

What, then, are the forces at work in the schools and colleges?

The research on students' values shows that in most cases there is little relation between what the student studies in school and college and what he learns to admire and respect. That is to say, the effect of the formal teaching program is minimal and the effect of social habit, group pressure, and conventional ideas of American success is dominant. The student does his school and college work in order to gain his grades and academic credits. That is what he conceives school work to be. The rest of his life is lived in a social order that has been arranged for him and into which he fits.

There is accordingly a general type of "American high school student," identified by foreign visitors and others who look at our educational system from the outside. He has absorbed the influences of an extroverted community in his home town, particularly in the urban and suburban areas, and models his conduct to a large extent on a young American type, itself a product of the movies, the magazines, the television, the radio, and phonograph records. The boys and girls have a coeducational attitude to teen-age life and a complicated ritual of dating, pledging, riding in cars, attending sports events, along with a common vocabulary of popular phrases. They provide the material for the concept used by social workers, journalists, and parents—the teen-ager. They also provide the mass market for commercial exploitation by clothing manufacturers, record companies, and television networks. The values are for the most part accepted uncritically. The model for the boy is of a star athlete who has a straight A record, is popular with girls and elected to student office by popular acclaim. The model for the girl is one who is pretty, popular, having a B-plus record so that it will not be a threat to her popularity with boys, who likes sports, popular records, movies, has a well-knit social life, and

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is neither arty nor too brainy nor too intense about anything.

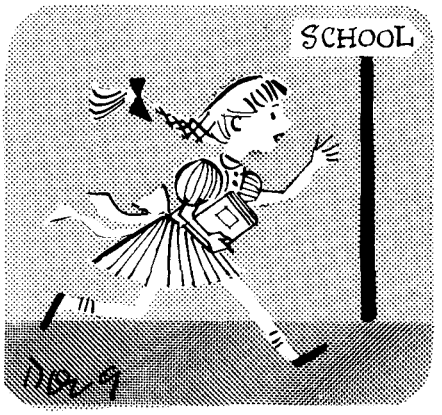
The over-all value is to think of school as a place where you learn to get along with people, prepare either for getting into college by taking subjects and getting grades that will do that, or preparing for a job or for marriage following the years of high school. The actual content of the curriculum is designed for one or the other of these ends and the school program consists of organized studies and social events related to them. The family income and social situation varies from lower and middle income to well-to-do, with some suburban communities supporting what amount to private schools for community children of well-to-do parents. Tolerance and a democratic spirit prevail. On the whole, students consider bigotry, prejudice, and autocratic attitudes taboo, and show a respect for each other, and a concern for mutual adaptation. There is usually demonstrated in school life a genuine loyalty to democratic values. In many segregated suburban communities, these students have no opportunity to meet those who are not white, Protestant, and moderately well-to-do, with a consequent innocence and ignorance of social problems and major social issues.

WITH the shift of the country's population to the suburbs from the cities, and the shift from small towns to cities, the large high school is now the dominant social force in the lives of young Americans. The values developed there are carried into the universities and into the working areas of American life. We need to question not merely the science and foreign language curriculum taught in our high schools but the attitudes developed there and the reasons they have developed as they have.

Another style of student values we can identify as the "prep" or "shoe" system, to be found largely in the private schools of the East Coast, for boys or girls, where a combination of residential facilities, small classes, a well-organized community life, and a serious program of academic studies designed to prepare the pupil to compete for admission to Eastern colleges, produces a coherent pattern of life and attitude. A major aspect of this value system is the social status of the school; attendance at such a school is in itself a mark of a particular status. It is to be expected, therefore, that a feeling of belonging to an in-group, or of occupying a known position in one s society, should be important here.

Since the private-school pupil lives twenty-four hours a day in an educative community, the seriousness with which he conducts his academic studies can be much greater than the public-school student who is in class for only part of each day. For some, the "prep school" culture develops a form of intellectual and social snobbery, for others a genuine concern for intellectual matters, and, on the whole, an uncritical acceptance of the social forms, social customs, and aims of an upper-income, established American society. For most, the prep school becomes an initiation into the fraternity of the well-mannered and the well-to-do.

The model of the student in this case is of one who knows how to dress well without looking as if he cares, knows his way around New York, might be mistaken for a Yale freshman or sophomore, is a good athlete, can spend money well and easily, and talks with



a special vocabulary for initiates. Since these schools are usually not coeducational the attitude of the boys toward girls is for the most part pre-adult; that is, one that gropes for the sophistication of the intelligent adult male, but is actually shy, hesitant, and formal. In the case of the girls' schools, there is great loyalty to the school itself, a respectful and accepting attitude toward academic study and to social norms, an interest in social life, and on the whole a greater value placed on personal independence, serious intellectual pursuits, and involvement in the arts and literature.

The family influences are perhaps greater in the private-school system than in the high school, since they coincide in character most often with the influences of the private school. For the established family the school can be thought of as a continuance of an established educational pattern; for the newly rich family, or for the scholarship family, it is a movement ahead, with a greater opportunity for learning how to behave, both intellectually and socially. But in either case the motivation of the parents in sending the child to a private school is to achieve a "better education" with a stronger and more rigorous academic program and a better environment for achieving a set of values with which the parents can live.

There is another kind of student, sometimes to be found in the private school or the high school, more often in the progressive private school. His style is slightly different from the "shoe" attitude in the clothes he favors and in some of the books and ideas that are considered fashionable. But the style is similar in its in-groupness and its own kind of togetherness. The togetherness shows itself in a special form of intellectual attitude—a serious concern for adult ideas and a rejection of the "high school" pattern, a highly developed critical point of view about almost everything. This often results in the progressive student dismissing all other American youth as either "prep-school" or "teen-ager," and in coming down hard on mass culture and mass education.

The model for the progressive is the person who wears jeans and shirts with careless style, has read widely, knows his way around the Village, understands women and Freud (the progressive girl understands men and Freud), loves folk-singing, jazz and classical music, modern dance *and* ballet, is a liberal in international affairs, is critical of practically everything, hates the bomb, Madison Avenue, television, and popular writers, and has got most of the major issues settled.

An additional characterisitc of the style is that this student has a genuine concern for the rights and individuality of others, and a genuine independence of mind that carries over to life in college and after it. In the search for identity, this student is clearly concerned with finding an answer, and this clearly means a more intense and complicated struggle than for those who have not undertaken the search. You pay a price for that kind of searching. But the values held are those of equality for all creeds, colors, and countries, a sense of social justice, and a love of art and learning.

It is here that I come to the reforms to be accomplished in our educational system—the reforms that can help to recreate the American ideal of the individual as democratic man. We seek individuals, not mass men. We seek independence, creativity, imagination, enterprise, initiative, not caution, security-mindedness, materialism, me-too-ism, conservatism. In seeking these values, we must pit ourselves and our resources against major tendencies created by an industrial managerial society which looks to its youth to maintain the present establishment.

The present establishment is dom-

(*Continued on page* 66)

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CLASSROOM TV ENTERS A NEW ERA

By JOHN J. SCANLON

AN AIRPLANE flying 23,000 feet above Montpelier, Indiana, recently began to broadcast televised instruction in thirteen subjects to about 500,000 students in schools and colleges in a six-state area of the Midwest.

This is the demonstration phase of an experiment known as the Midwest Program on Airborne Television Instruction (MPATI), which promises to open up a new era for classroom television. The plane in effect is a flying transmitter that can broadcast to an area that would require fourteen conventional transmitters to cover.

A distinguished professor once remarked that it took about fifty years for a new idea to gain general acceptance in American education, but this certainly has not been the case with educational television. ETV is now only eight years old, but it is a fast-growing child. What the future will bring is anybody's guess. But two things seem certain at this point: first, that television as a medium of instruction has established itself as an integral part of the educational process, just as the book did 500 years ago, and second, that the full potential of television as a teaching tool has by no means been realized.

The direct educational value of the new medium was recognized early, and in 1952 the Federal Communications Commission set aside 242 channels for educational purposes. (The number has since been raised to 267.) The Fund for Adult Education, established by the Ford Foundation in 1951, immediately took steps to help local communities establish educational stations. Through a series of grants—on a matching basis—it was instrumental in the activation of about thirty ETV stations. It also made possible the establishment of the Joint Council on Educational Television, which was set up to help local communities with the technical and legal problems involved in getting a station on the air, and the National Educational Television and Radio Center, whose purpose was to service the stations with ETV programs.

THE first ETV station, KUHT in Houston, began operations on May 25, 1953. Since then, educational television has grown almost as fast as commercial television. There are at the moment fifty-four ETV stations on the air, and at least ten more under construction. In addition, the Joint Council on Educational Television estimates that there are more than 150 closed-circuit installations in schools and colleges throughout the country.

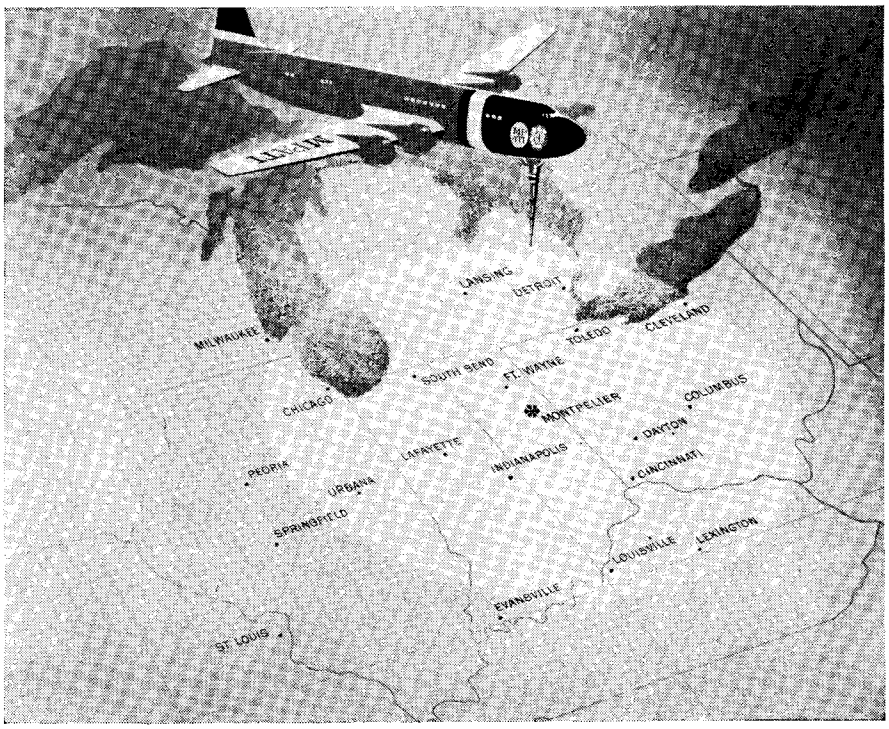
Educational television includes two broad categories of programs—cultural and informational programs broadcast primarily for an adult audience, and televised lessons that are part of a school or college curriculum. It is with the latter category that this article is concerned: direct instruction by television. Specifically, this means the use of television by schools and colleges to teach courses for credit.

AMONG the pioneers in the use of television as a medium of instruction were a few Midwestern universities, including Western Reserve and Iowa State, which first began to offer televised courses for credit about eight years ago. The armed services also realized the potential of the new medium, and began to use it extensively for instruction and training. Medical and dental schools in several universities soon discovered that television could provide every student a "front-row seat" in observing complicated surgical and dental operations, and quickly adopted the new medium as a teaching tool. One of the earliest experiments at the school level took place in New Jersey in the spring of 1954, when fifth-grade students in the Red Bank and Long Branch public schools watched a two-week series of televised lessons in American history that had been prepared by six teachers under the supervision of researchers at Montclair State College

Today, practically every course in the school and college curriculum, from first-grade arithmetic to college zoology, is being taught somewhere over television. Although no accurate figures are available, even from the United States Office of Education, it is safe to make the following estimates:

1. At least 3,000,000 students in about 7,500 elementary and secondary schools throughout the nation are receiving part of their reguar daily instruction by television.

2. Perhaps as many additional students are receiving televised "enrichment" programs, which are not considered part of the reguar curriculum but which nevertheless are regarded by



Flying Transmitter in the MPATI Experiment.

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teachers as a valuable supplement to daily lessons.

3. About 250 colleges and universities are offering credit courses on television to about 250,000 students. In addition, some 300 colleges and universities are offering credit for courses taught on "Continental Classroom," the nationwide program broadcast from 6 to 7 A.M. five days a week over the NBC network.

The Fund for the Advancement of Education took an early interest in the possibilities of the medium for helping to meet important educational problems, and particularly the problem posed by the growing number of students and the continuing shortage of able teachers. During the past seven years, the Fund and the Ford Foundation have provided financial support amounting to about twenty million dollars for more than fifty different experiments at the school and college level involving the use of television as a medium of instruction. All of these experiments have been aimed at exploring the potential role of television as an instrument for improving the quality of education and multiplying the effectiveness of able teachers.

As a medium of instruction, television has several unique advantages. To begin with, it can vastly extend the reach of the nation's best teachers—and particularly those in the subject-matter areas where good teachers are scarce. This has been dramatically demonstrated in "Continental Classroom," which was designed as a massive effort to teach teachers and to upgrade the teaching of physics, chemistry, and mathematics in the nation's high schools. Surveys have shown that at least 35,000 high school teachers in these fields have watched these programs since they began three years ago. Dr. Harvey White of the University of California, who taught the course in physics, and Dr. John Baxter of the University of Florida, who taught the course in chemistry, are both seasoned teachers. But to help them in special aspects of their courses, they brought before the cameras fourteen Nobel Prize winners. It is doubtful that any college or university in the country could command such an array of talent, and these teachers were not lecturing to 30 or 40 or even 100 students. They were reaching an audience of several hundred thousand, including not only the high school teachers for which the programs were intended but also high school and college students, housewives, businessmen, engineers and others who were interested in bringing themselves up to date in these fields. Television's ability to extend the reach of rare teachers also has been demonstrated at the elementary school level, in art, music, science, and foreign languages. In Detroit, Miami, and dozens of other cities, schools which never had been able to offer adequate programs in these subjects because there weren't enough competent teachers available now are able to do so over television. (In Detroit there was some concern when a course in third-grade conversational Spanish was introduced three years ago, because although the television teacher was outstanding in the subject not many of the classroom teachers were conversant in Spanish. It was quickly found, however, that the classroom teachers learned to speak Spanish along with their students.)

Another unique advantage of television as a medium of instruction is that it can bring to students educational experiences far beyond the potential of conventional teaching in the classroom. ETV overcomes the time and cost limitations of bringing a thousand and one artifacts, special maps, original documents, photographs, sketches, and expensive science equipment into the classroom. Educational materials from museums, libraries, historical societies, industrial plants, and government agencies that were hitherto unavailable can now be brought before the television cameras. For example, history students in the Philadelphia public schools recently had a chance to see the actual wampum belt presented to William Penn by the Indians. (It was insured for $50,000 when it was transported from the Pennsylvania Historical Society to the ETV studio.) In Alabama, thousands of science students were taken—by televsion—on a tour of the Army's Redstone Arsenal, one of the nation's most important missile centers. Neither of these experiences would have been feasible without television.

TELEVISION's ability to convey reality—to give the viewer a "you are there" feeling—also contributes to its usefulness as an educational tool. Not long ago, for example, fifth-graders in the Pittsburgh public and parochial schools had an opportunity to see and hear Robert Frost read some of his poems over television. The experience these youngsters had was quite different from the experience they might have had in a conventional poetry class. They were not reading Robert Frost's poems from a book. They were not listening to their teacher read them. They were seeing and hearing the poet himself. This difference in experience might not show up on a standardized achievement test, which is designed to measure the subject matter content mastered by a student in a given course, but it was nevertheless real. (And who among the millions of Americans who watched President Kennedy's inaugural will forget the sight of Frost, his mane of

For Further Information

Following is a selected list of publications for those who are interested in further information about classroom television:

ANNOUNCEMENT OF OFFERINGS (and other publications). *Midwest Program on Airborne Television Instruction, Memorial Center, Purdue University, Lafayette, Indiana. Free.*

DESIGN FOR ETV. *Educational Facilities Laboratories, 477 Madison Avenue, New York 22, New York. Free.*

EDUCATIONAL TELEVISION GUIDEBOOK. *By Philip L. Lewis. McGraw-Hill, New York.*

ETV. *Ford Foundation, 477 Madison Avenue, New York 22, New York. Free.*

SCHOOLS FOR TOMORROW. *By Alexander J. Stoddard. Fund for the Advancement of Education, 477 Madison Avenue, New York 22, New York. Free.*

TEACH WITH TELEVISION. *By Lawrence Costello and George N. Gordon, Hastings House, New York.*

TEACHING BY TELEVISION. *The Ford Foundation and the Fund for the Advancement of Education, 477 Madison Avenue, New York 22, New York. Free.*

TELEVISION IN TEACHER EDUCATION. *American Association of Colleges for Teacher Education, Washington, D.C.*

TELEVISION TEACHING TODAY. *By Henry Cassirer. UNESCO, New York. (Available from Columbia University Press, New York.)*

THE IMPACT OF EDUCATIONAL TELEVISION. *By Wilbur Schramm. University of Illinois Press, Urbana, Illinois.*

TV AND OUR SCHOOL CRISIS. *By Charles Siepmann. Dodd, Mead, New York.*

TV IN EDUCATION. *United States Office of Education, Washington, D.C.*

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white hair blowing in the chill wind, unable to read the introduction to his inaugural poem because of the glare of the January sun—despite the gallant efforts of Vice-President Johnson to shield the manuscript with his top hat—and finally waving it aside? This was history come alive.)

When television first began to be used for direct classroom instruction, many questions were raised about its role in education. There were some who took a dim view of its potential. It was argued, for example, that television was essentially a one-way medium of communication and that its use for instruction would deprive the student of valuable contact with the teacher. As one critic put it, "an electronic tube cannot understand a child." It was also argued that learning would be reduced to a passive experience in which the student merely soaked up what was presented by way of a flickering image on a screen. Finally, of course, it was argued that "television will never replace the teacher."

WHAT most of these arguments overlooked was that television is not a teacher, but merely a conveyor of teaching, and that an outstanding teacher on television can be much more effective in stimulating *learning* than a mediocre teacher in the intimate environment of the classroom. The shortcomings of one-way communication are real, but not insurmountable. A book also is a one-way medium of instruction, but when great minds speak from the printed page there is likely to be a response by the reader. The same holds true when a great teacher teaches over television. (The people in the Detroit public schools were amused at the remark about the electronic tube not being able to understand a child because one of their television teachers—an exceptionally able woman teaching American literature to high school seniors—had an experience which illustrated its ridiculousness. One day this teacher received a letter from one of the girls in her unseen class, describing an unfortunate love affair she was having. At the end of the letter the girl wrote: "I suppose you're wondering why I'm unburdening myself to you this way, but you're the first adult who ever understood me.")

As teachers became more familiar with television as a medium of instruction, much of their early opposition evaporated. It soon became evident that television, far from being a threat to the status and prestige of the classroom teacher, was actually a powerful new tool for enhancing the art of teaching and for bringing to the student richer, broader, and deeper learning experiences.

The Midwest Program on Airborne Television Instruction represents the latest and most dramatic venture of the Ford Foundation into the ETV field. Primary aim of the program is to bring high-quality instruction to school and college students in an area of the Midwest embracing parts of six states—Wisconsin, Michigan, Ohio, Indiana, Illinois, and Kentucky. Covered by the "umbrella" of the airplane's signal will be such cities as Milwaukee, Lansing, Detroit, Toledo, Cleveland, Columbus, Dayton, Cincinnati, South Bend, Fort Wayne, Indianapolis, Evansville, Chicago, Peoria, Louisville, and Lexington. And also Mount Gilead, Ohio; Paw Paw, Michigan; Cynthiana, Kentucky; Shoals, Indiana; and Greenup, Illinois. The potential "audience" has been estimated at 5,000,000 school and college students in 13,000 schools and colleges of the region. MPATI officials will be surprised if this full potential is realized, but they were heartened by the fact that schools with an enrollment of some 500,000 students have indicated a desire to participate in the demonstration phase of the experiment.

Courses tentatively scheduled for the first year are Spanish, French, social studies, arithmetic for gifted children, music, literature and composition, history, geography, and science in the elementary and secondary schools; at the college level chemistry, mathematics, and Russian will be taught. Ten of the TV teachers in the project are pictured on the following page.

Initially financed with Ford Foundation grants of $5.5 million, together with funds from other foundations and industrial firms, the project is designed to be ultimately self-supporting, with participating schools and colleges sharing the cost on a pro-rata basis.

To the inevitable question about the reliability of the airborne signal when school must keep in all kinds of weather, MPATI engineers reply that on the basis of careful weather studies, and by the use of a standby plane, the airborne system will operate effectively more than 95 per cent of the time—which is a slightly higher percentage than most school systems were able to achieve during the storms of last winter.

Although it is much too early to draw any final conclusions about television's ultimate role in education, the results of the experimentation to date have been very encouraging. These results show, among other things, that students at both the school and college level learn as much—and in some cases significantly more—from televised instruction as from conventional instruction. The usual finding from most of the school and college experiments has been that there is no significant difference in achievement between students in television classes and comparable students in regular classes. This finding is in itself rather remarkable, in view of the newness of television as a medium of instruction, the relative inexperience of those who have been using it, and the fact that existing school and college classrooms were not designed for televised instruction.

Other encouraging results have

(*Continued on page* 67)

—*NBC*

In a TV lecture on "Continental Classroom" Dr. Harvey White explains why a baseball curves.

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MPATI Television Teachers and Their Subjects

Beigel

ARITHMETIC FOR GRADE SIX: Miss Marlene Beigel is a magna cum laude and Phi Beta Kappa graduate of the University of Cincinnati, where she received the A.B., B.E., and M.Ed. She has been teaching seventh-grade arithmetic on television for the Cincinnati public schools for the past two years.

Workman

WORLD HISTORY AND GEOGRAPHY: A high school teacher of history for more than fifteen years, Mrs. Geraldine Workman has for the past two years taught both world history and American history by television. She has a B.S. in education from Central Missouri State College and has done graduate work at the University of Colorado and Kansas City University.

Zeff

CONVERSATIONAL FRENCH FOR ELEMENTARY GRADES: A native of France, Zelik Zeff has taught conversational French for elementary school children in Detroit since September, 1959. He received his A.B. degree from Wayne State University, and traveled extensively in Europe before becoming a teacher.

Smalley

BIOLOGY FOR GRADES 9 AND 10: Stephen B. Smalley has been a teacher for twenty-five years in the Cincinnati public schools. He is now starting his third year as a television teacher of biology. Mr. Smalley attended the University of Cincinnati and the Lane Theological Seminary, graduating with the degree of B.R.E.

Dudley

MUSIC FOR ELEMENTARY GRADES: During the past three years, Mrs. Dolores D. Dudley has been teaching music by television with the Washington County Closed Circuit Television Project of Hagerstown, Maryland. She received an A.B. degree from Rivier College and a B.S. in music education from Lowell State Teachers College.

Dickey

AMERICAN HISTORY FOR SENIOR HIGH SCHOOL: John E. Dickey has taught American history for twenty-five years. He has also been a television teacher of American history for the Kentuckiana Council of Educational Television. He received his A.B. and M.A. from Western Kentucky State College and is now doing graduate work at the University of Kentucky.

Yanowski

SCIENCE FOR GRADES 3 and 4: Miss Barbara Yanowski has been teaching elementary science by television for four years in New York City. She has been active in college theatre productions and has served as dramatics director of radio station WFVW. She has an M.A. from the University of Michigan.

Platt

AMERICAN GOVERNMENT AND CIVICS: Myles M. Platt has been a classroom teacher for ten years. He received the Ph.B. degree at the University of Detroit, and the M.A. from Wayne State University; he is currently completing his Ph.D. dissertation for the University of Michigan.

Burns

SCIENCE FOR GRADES 5 and 6: With some nine years of teaching experience, John W. Burns has for the past two years taught science by television with the Detroit educational TV project. He received his B.S. and master's degree at Wayne State University, where his interest in audio-visual teaching aids was expressed in his graduate thesis on this subject.

Lueras

CONVERSATIONAL SPANISH FOR ELEMENTARY GRADES: Benito L. Lueras received his bachelor's degree from Miami University, Oxford, Ohio, in 1949, and his master's degree from the University of Miami at Coral Gables, Florida, in 1951. He taught conversational Spanish over television for three years in Miami.

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TEAM TEACHING

"THE self-contained classroom" is educational jargon for a room in which a single teacher takes full responsibility for all the activities of a group of children throughout the school day. She plans instruction, teaches all subjects, supervises all social, recreational, and educational activities, makes, gives, and scores examinations, and holds conferences with parents. The quality of instruction in such a classroom depends entirely upon the competence of the single teacher that the children happen to draw in any one year.

The self-contained classroom places a heavy burden on a teacher because it calls for an array of talent that few individuals, however well educated, can be expected to possess. In the one-room country school such a classroom is inevitable; in the consolidated school or the city school it is not.

What are the alternatives? One is departmentalized instruction in which different teachers teach different academic subjects. This procedure is standard in college and most senior high schools, but most educators consider it inappropriate for teaching small children. A second possibility is to let the classroom teacher teach all academic subjects while specialists take responsibility for guidance and health services. This procedure is customary today in many urban elementary schools and is no doubt an improvement over the completely self-contained classroom, but it still requires a single teacher to teach reading, writing, arithmetic, science, history, geography, and often other subjects, at the same time accepting many other responsibilities.

A third alternative is team teaching, which is described in this article. Experiments with team teaching may now be observed in twenty-four states, where, in many cases, they are linked with universities. Harvard, Chicago, Stanford, and Wisconsin are among those taking the lead.

Judson T. Shaplin, associate dean of the Harvard Graduate School of Education, has played an important part in experiments with team teaching in which public schools are working in cooperation with the Harvard faculty.

By JUDSON T. SHAPLIN

FOR MANY years the public has been aware of a desperate shortage of really well-qualified classroom teachers. Heroic efforts have been made by educators to provide our children with instruction of the quality that more and more parents are coming to feel is every child's birthright, but a mushrooming school population outstrips them in the race. Meanwhile, the modern parent attends discussion groups and asks such questions as "Why must the talents of a really gifted teacher be restricted to comparatively few students?" "Why can't teachers specialize in various subjects at the elementary, as well as the high school level?" "Should we have ability grouping in our local schools, and if so, what kind?" "What about 'merit' salary schedules as a means of attracting better teachers to our system?" "How about part-time teaching and clerical jobs for mothers as a way of easing the teacher's work load?"

Team teaching is an answer to some of these questions. A team may consist of only two or three teachers, or it may be a larger group including a team leader, master teachers, specialists, aides, and apprentices. It may be found at all levels, elementary, junior, and senior high school. When comparing different team teaching projects, one is impressed with their great diversity, in both aims and methods of organization. Their common properties are much more difficult to identify, particularly since each program tends to define itself in its own exclusive terms. A definition that embraces a majority of the present efforts might be: *Team teaching is an effort to improve instruction by the reorganization of personnel in teaching. Two or more teachers are given responsibility, working together, for all, or a significant part of the instruction of the same group of students.*

IN the traditional elementary school, with its rows of individual classrooms, each presided over by a single teacher, the teacher is on his own. This arrangement gives him great freedom but it also inhibits his talents and potentialities. Team teaching will require a new, cooperative organization where teachers will share in planning but will carry out their plans not as individuals but as a team in which different teachers assume different degrees of responsibility within the group. At the same time the grouping of children becomes more flexible. Classes may vary widely in age range, intelligence, and size, according to the various needs of the individual children within them. A single child might well participate in subgroups ranging from three to a hundred children and receive instruction from five or six different teachers during a school day.

Parents have long been aware that under the present school organization the education of their children depends, in any given year, upon the fortuitous assignment of "good" or "poor" teachers. Under team teaching the quality of the education of a student is no longer dependent upon the competence of a single teacher.

It has been quite common for many years in our schools for teachers to plan courses of study together, either informally or as members of committees or departments. Rarely, however, do teachers, working together, both plan and carry out instruction for the same group of students, with opportunities to observe each other teach, to observe the effects of that teaching, and to hold discussions of teaching based upon common observations. The typical teacher leads a professional life that is relatively isolated from that of other teachers. When school is in session, he is busy teaching "his" students in "his" classroom. When the school day is over, he plans the lessons for "his" courses. Under team teaching, the individual teacher is able to study and benefit from the strengths of other teachers and to receive criticism and help in his own work.

IN recent years there has been an enormous increase in ability grouping at all levels as a part of a national reemphasis on academic and intellectual values, but unfortunately the groupings often tend to be "omnibus" groups based on intelligence alone. Team teaching, particularly at the elementary level, makes it possible to divide students into different ability groups for each separate subject, and to develop the kinds of flexible groupings, easily changed as children change, that may improve the conditions of instruction without the rigid, often cruel and arbitrary separations brought about by more common systems of ability grouping. Under team teaching it is possible to divide a group of students into subgroups of any desired size, or to make use of tutorial or independent study.

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It is also possible to vary the time limits of classes.

So far I have discussed only the things that all teaching teams seem to have in common. Individual experiments, however, have emphasized hundreds of new developments in education. Proponents of one or another type of team teaching would insist that characteristics other than those I have mentioned be included in any definition of team teaching. Four directions which some teaching teams have taken seem particularly worthy of note: the development of further specialization in teaching; the improvement of supervisory arrangements in teaching; the utilization of nonprofessional aides to teachers; and the expanded use of mechanical aids to teaching.

TEAM teaching provides a natural vehicle for specialization in teaching. A team for an elementary school may consist of teachers in complementary skills, such as an expert in reading, one in social studies, and one in mathematics and science. At the secondary level a team may be formed to cover a single subject such as English, and teachers may develop specialities within the subject, one in grammar, another in literature. Such specialization leads to improvement of instruction and more effective use of existing talent and helps identify the next steps in training required for teachers who have not as yet specialized. Other types of possible specialization include large group lecturers, TV lecturers, and teaching machine specialists.

Emphasis upon specialization is by no means characteristic of all teaching teams, however; indeed, some seem to have been organized to combat its excesses. At the University of Chicago Laboratory School, for example, a five-man team, consisting of representatives of four different subjects and a guidance coordinator, is responsible for the instruction of a group of high school freshmen. Though members of the team are specialists, there is emphasis upon collaboration across subject lines, upon the relationships between specialists, rather than the development of subspecialties within subject fields. Other projects now underway resemble the old "core curriculum" efforts to correlate the work of specialist teachers and strive for the values of a general liberal education. Team teaching, as an administrative arrangement, is proving to be eclectic, serving all schools of thought.

Team teaching also provides a way of improving the quality of supervision in our schools, which has always suffered because principals and supervisors have not had enough time to help teachers improve their work. New teachers have taken their places side by side with veterans and have been given the same teaching loads and responsibilities. College students have been apprenticed to volunteer teachers who receive little or no reward for this additional work and who may or may not have the ability to train them. Within teaching teams it becomes possible to assign greater responsibility for the curriculum and for the work of other teachers to those experienced teachers who are more knowledgeable, more expert, and more willing and able to accept leadership. Less expert and novice teachers can study under the leaders, assuming more responsibility and heavier teaching loads as they grow into the job.

—*William R. Simmons.*

A teaching team in Evanston Township, Illinois, High School planning an English lesson.

Some teams take the next step, and organize into a formal hierarchy of positions based upon ability and responsibility, with greater rewards and prestige assigned to the higher positions. New titles have emerged such as "team leader," "senior teacher," "master teacher," and "cooperating teacher." In the past our schools have not been able to create attractive career patterns that provide increasing responsibilities and rewards as the teacher advances in age, training, and experience. Advancement and increased salaries too often come only by leaving classroom teaching and advancing into administrative posts. Salaries have been primarily geared to length of service and the accumulation of course credits, with little or no regard for ability. Many team teaching projects are deliberately attempting to change this unsatisfactory career situation by defining new roles and responsibilities for teachers, with increases in salaries based upon performance in these roles, and not upon some vague concept of "merit."

Team teaching provides the kind of organization in which nonprofessional teacher aides and part-time professional personnel may be used with maximum efficiency. After many studies of the subject, there is now fairly widespread agreement that too much of the teacher's time is spent in routine chores, but there is still the problem of finding ways to introduce nonprofessional personnel into the schools to relieve him. Teacher aides can readily be assigned to teams, however, and sometimes even reduce the number of teachers required to handle a group of students, as the aide takes over the clerical functions performed by several teachers. Teams can also work out schedules for part-time teachers, allowing the schools to make use of the large untapped reservoir of qualified mothers and wives who cannot devote full time to the job.

Finally, the teaching team may be a unit that is large enough to merit its own audio-visual and other mechanical aids to teaching, with the guarantee that there will be efficient utilization of such equipment. Tape recorders, projectors, and teaching machines can be assigned permanently to teams in a way that is not possible under the usual school organization. Remarkable advances in the use of mechanical teaching aids have been made by teams.

It would be unwise to assume that every school can or should start a team teaching project, for in irresponsible or naive hands team teaching will create more problems than it solves. Clear goals must be set. The mere organization or rearrangement of personnel

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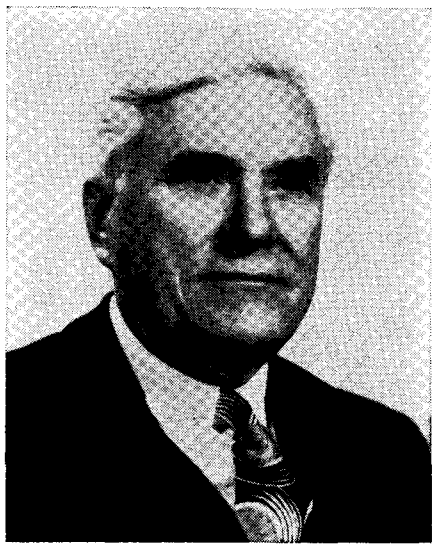
ALEXANDER J. STODDARD: Man of Action

ALEXANDER J. STODDARD, a Nebraska farm boy who in 1906 commuted to his first teaching job on horseback, recently offered the opinion that the idea of using an airplane to broadcast televised lessons to schools and colleges in a six-state area of the Midwest might be a bit old-fashioned because a satellite could cover much more territory.

To his friends and colleagues Jerry Stoddard's remark did not come as much of a surprise, because during his fifty-year career as a teacher and administrator in American public schools he has always had his eye on the future. He has been a mover and shaper of education in so many different ways that it is almost impossible to assess the full impact of his influence on the nation's schools.

He has been superintendent of schools in six major cities, including Los Angeles, which operates the largest school district (geographically) in the country. He has probably built more schools than any other living superintendent—150 in Los Angeles alone. He was the first chairman of the influential Educational Policies Commission, created in 1936 by the National Education Association, and served in that post for ten years, presiding over the deliberations of some of America's most distinguished educators. He served a term as president of the American Association of School Administrators, the top-ranking organization of superintendents. In 1946 he was a member of the U.S. education mission sent to Japan at General MacArthur's request to help reshape the Japanese school system along American lines. His fifty years in public education, spanning the first half of the twentieth century, gave him a close acquaintance with the major forces that influenced American education during that era. He witnessed, for example, the introduction of the junior high school, the decline of the normal school, the birth of the teachers college, and the rise and fall of the progressive education movement. And finally, after retiring as superintendent in Los Angeles in 1954, he began a new phase of his career as principal architect of the National Program in the Use of Television in the Public Schools, an experiment that now embraces more than 200,000 students in some 250 school systems throughout the country.



Alexander J. Stoddard — his eye is always on the future.

When asked which facet of his career he regards as most important, he gives the honest but exasperating answer that he just doesn't know. But all who know him agree that he has always been a man of action. As one of his colleagues said recently: "Indefatigable is the word for Jerry."

Jerry Stoddard's restless energy may stem from the fact that he comes from sturdy stock. He was born in 1889 on a farm near Auburn, Nebraska, a town of 3,500 people in the southeastern part of the state. He was one of six children born to parents who had both been part of the great westward movement that settled America's frontier. His father came over in a ship from Scotland and paused temporarily in southern Illinois before pushing on in a cattle train. His mother was born in York County, Pennsylvania, and traveled west in a covered wagon. She was a schoolteacher and her husband was a farmer when they met and married.

Jerry went to a one-room elementary school in Auburn and graduated from the Auburn high school in 1905, fourth in a class of nineteen students. One of those who outranked him was a girl named Sadie Gillan, whom he later married. At the age of sixteen, he started to teach (rather prematurely, because the legal starting age for teachers in Nebraska at that time was eighteen) in a one-room school at Grand Prairie, three miles west of Auburn. He had forty students, from the first grade through the eighth, and says of the experience: "We played together for two years, and I loved it." He rode to and from the school on horseback.

After two years at Grand Prairie he became principal and teacher at a small school in Auburn, and went to Peru State Normal School, twelve miles from Auburn, in order to obtain the credits that would make him "legitimate." He graduated in 1910, and was president of his senior class. (Fifty years later, he returned to Peru to give the commencement address.)

Jerry's experience at Auburn gave him a taste for administration, and his graduation from Peru enabled him to follow it. From Auburn he went to Newman Grove as superintendent for five years, then to Havelock for one year, and finally to Beatrice for five years. In the meantime, he was taking courses at the University of Nebraska, and in 1921 he was graduated with a bachelor's degree in education. Then he decided to go to Teachers College, Columbia University, with the idea of getting a doctorate in education, so he accepted the job of superintendent at Bronxville, New York, and moved his family East. (He was so busy in Bronxville that he never had a chance to complete the requirements for a doctorate degree, but he subsequently received so many honorary degrees that his colleagues took to calling him "Doctor.")

During his four years at Bronxville (1922-26) Jerry became much more visible in professional circles than he had been in the small towns of Nebraska, and it wasn't long before he began to get offers from larger communities. Schenectady hired him as superintendent in 1926, Providence in 1929, Denver in 1937, Philadelphia in 1939, and Los Angeles in 1948. He remained in Los Angeles until 1954, when he retired at the compulsory retirement age of sixty-five. A year later, after nearly a half-century as a teacher, principal, and superintendent, he became a consultant for the Fund for the Advancement of Education and began a new phase of his career.

Jerry's first assignment with the Fund was to look at the educational pro-

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grams of "big city" school systems around the country and submit suggestions on ways of meeting the critical shortages of teachers and classrooms. He set out in an automobile and visited seventy-two communities from coast to coast and talked with more than 1,000 teachers, principals, superintendents, school board members, deans of education, state school officers, and others interested in public school problems.

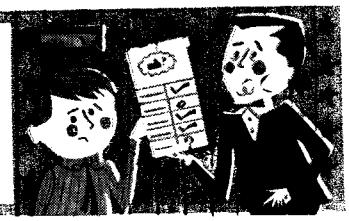
Out of this tour emerged "Schools For Tomorrow," a report Jerry submitted to the Fund and which the Fund published in January, 1957. Jerry's main thesis was that the shortage of teachers and classrooms was so critical throughout the country that the schools could no longer rely on conventional methods of instruction but needed to experiment with bold new approaches to education. In the report he proposed what has since come to be known as "the Stoddard Plan," the use of television as a resource in the teaching of classes several times the size of conventional-sized classes. (The Fund was already supporting experiments involving television as a medium of instruction, but the large-class idea was Jerry's brainchild.) This idea horrified many professional educators, because one of the most sacred tenets in the profession is that class size should be kept small and here was Jerry Stoddard advocating classes of up to 150 students at the elementary level and up to 300 students at the junior and senior high school level. What raised the most hackles, however, was Jerry's estimate that such a plan, if adopted nationwide, might save more than 50,000 teaching positions, thereby making a big dent in the teacher shortage and also saving a lot of money.

The cries of outrage were immediate and violent, but what many of Jerry's critics failed to understand was that he was not talking about *firing* teachers, but merely about making more effective use of the good ones already available. (Many of the superintendents he had talked to had confessed that they were hiring mediocre teachers just to keep classes small.) Moreover, Jerry made it clear in his report that the dollar savings he was talking about should be used to raise teachers' salaries to a truly professional level, to hire nonprofessional aides to help teachers with routine chores, and to pay the cost of televised instruction. He did not answer his critics publicly, except to point out that the object of his plan was not to save teachers or classrooms or the taxpayers' money, but to save thousands of American boys and girls from getting a poor education.

In any event, Jerry's plan was put to

(*Continued on page 71*)

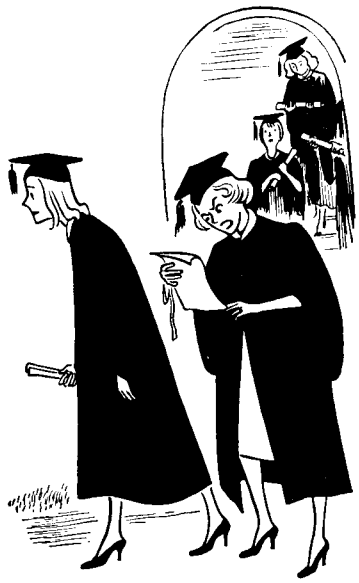
Report Card



AUTOMATION CAN'T WIN. The punch-card operator in the IBM unit at Miami University in Oxford, Ohio, saves all the punch-outs to use as confetti at weddings. (*Contributed by Mrs. Helen Ball, Oxford, Ohio.*)

SECRETARY'S REPORT. Melvin W. Barnes, superintendent of schools in Oklahoma City, told members of a recent education conference in Chicago about the little girl who was reading the minutes of the previous meeting of her student activity group: "There being no further business to transact, Johnny undid the meeting."

LINGUA LATINA MORTUA EST? Nearly 4,000 Harvard students demonstrated recently in front of the home of President Nathan Pusey in protest over the fact that, beginning this June, Harvard diplomas will be printed in English instead of Latin. Dr. Pusey offered this explanation: "I always distinguish more clearly in English." This did not satisfy the irate students. As one member of the junior class put it: "I think the diplomas written in English will be disgusting. Every Harvard student wants something impressive to hang on the wall of his office." (For a Vassar graduate's view of the subject, see the accompanying cartoon.)



—*From "The Educated Woman," by Anne Cleveland and Jean Anderson (Dutton).*

"Hell, it's in Latin."

TUMP, TUMP, TUMP. Lest the previous item and the cartoon be construed as the death knell for Latin in the halls of learning, it should be reported that the last time we looked, "Winnie Ille Pu," the Latin version of A.A. Milne's classic story, was firmly established on the best-seller list.

TEECHER NOES BEST. In Menominee, Michigan, an eleven-year-old boy was puzzled by the fact that he received a grade of only 95 on a spelling test even though he had spelled all the words correctly. Scribbled across the top of the paper was the teacher's explanation: "Not neet."

KEEPING AWAY CUSTOMERS? Two annual $500 scholarships for safe driving, open to San Francisco high school students, have been established by the Godeau funeral home.

MAY THIS HOUSE BE SAFE FROM TIGERS. In order to establish a property line for its new headquarters, the Princeton Club of New York recently bought a slice of Manhattan nine inches wide and one hundred feet long for $4,000, which is roughly 160 times the value of the trinkets with which Peter Minuit bought the entire island from the Indians 120 years before Princeton University was established.

EENY, MEENY, MINEY MO. Northwestern University recently announced the endowment, by an anonymous donor, of a new professorship called the Benjamin Franklin Chair in Decision Making. It will be established in the department of political science and will be devoted to a long-range analysis of how and why man makes his decisions.

NO COMMENT. A recent press release from Valparaiso University in Indiana reported that an absolute requirement that all Valparaiso students participating in intercollegiate football must wear a mouth protector has paid off handsomely. Since the program was instituted five years ago, the press release said, "there have been no teeth lost, chipped, or otherwise in need of repair." The previous year Valparaiso football players lost a total of nine teeth and had twenty more in need of repair.

—JOHN SCANLON.

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ADULT EDUCATION: Cinderella of the Sixties

By Marilyn Russum, *feature writer for the Omaha World-Herald.*

—*Arthur Leipzig.*

"Nightschool, once a dull drudge, has become education's Cinderella."

AS RECENTLY as a decade and a half ago, adult education was thought of primarily as a remedial measure for those with little or no formal schooling. A mention of the word "night school" conjured up a picture of immigrants learning the rudiments of American history or illiterates mastering beginning reading.

Not so in 1961; night school, once the dull drudge of the collegiate family, has become education's Cinderella. In New York City, Columbia University's School of General Studies boasts a full-time faculty of its own, and the New School for Social Research—a pioneer in the field of adult education—draws its part-time faculty from the wealth of talent in the arts and disciplines afforded by the New York metropolitan areas. The University College of the University of Chicago opens its doors to housewives and factory workers who study everything from Dostoevski to Euclidean geometry to the crisis in the Congo. In Omaha 10 per cent of the adult population attend courses, conferences, and seminars at the University of Omaha's College of Adult Education.

This unparalleled growth in adult schooling is substantiated by 1960 figures of the Department of Health, Education and Welfare, U.S. Office of Education, showing that 3,171,960 persons were enrolled in formal adult classes. More inclusive estimates (including everything from Great Books to extension courses) range from 30,000,000 to 50,000,000 persons continuing learning.

At the college level, some "after dinner" scholars are bent on degrees but a larger portion are individuals who have found that merely "keeping up" with modern living requires continued learning. Dr. J. Robert Oppenheimer's statement that nearly everything now known "was not in any book when most of us went to school" may not be true of the humanities but it comes close to being true of the sciences.

For the educators themselves this wholesale rush to the classroom presents a continuing challenge. What and how does an adult education college expand? Let's examine an institution that literally has grown like Topsy in the past decade.

The University of Omaha got off to an early start in adult education. When the School of Adult Education was established in 1936 it was the first institution in the nation officially designated as a "school" for adults.

Although it didn't achieve college status until 1952, today it is ranked sixth among such institutions by the Association of University Evening Colleges. Last semester alone saw a 29 per cent enrollment increase over the previous fall. In round numbers the University of Omaha has a total of 8,000 students, 5,000 of them registered in the evening college.

WHAT causes a mature Midwesterner to give up leisure and fireside for textbooks and culture an average of two nights a week? Dr. Donald Z. Woods, dean of the college, agrees with Margaret Mead's statement that "no one will live all his life in the world in which he was born." He says that adults are eager to acquire new knowledge to keep their know-how and their know-what up to date.

Dr. Woods attributes much of the college's growth to "curriculum innovations, specifically designed, in depth and breadth, to the times in which we're living—times that have brought problems and opportunities which could not have been anticipated in our years of formal schooling."

A look at some of these innovations show why the college is able to label itself as "the busiest night spot in Omaha."

In January, 1959, for example, the college began an eight-course program designed to relate and interpret the past to our present culture. Titled "The Legacy of Man," the series included lectures in art, mathematics, rhetoric, science, literature, education, history and philosophy—each updating what adults might have learned during high school and college years and filling in the gaps for both groups.

Each four-lecture course was followed by a discussion session. The program was arranged so that an individual might attend any or all thirty-two lectures. How successful was the Legacy series? Approximately 200 enrolled for the first offering and the series continues on the curriculum. One business firm has paid the tuition of employees attending since the series began.

Last fall, 140 women from Omaha, outstate Nebraska, and Western Iowa assembled at the university for a book reviewer's conference. They listened, laughed, and asked questions of humorist-author Harry Golden. Mr. Golden, however, was in his office in Charlotte, N.C., speaking to the group via tel-lecture (telephone amplified into the O.U. auditorium by loudspeakers).

The tel-lecture won a course-of-the-

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month award from the National University Evening Association for its originator, Omaha University's Michel Beilis. The technique, which the university is employing again this semester, enables schools with limited budgets to present top-notch speakers at a fraction of the "in-person" lecture fee.

MOST speakers charge between $500 and $1,000 to appear in another city but will give a tel-lecture for a fraction of that figure, with the college picking up the phone equipment charges ($30 in the case of Mr. Golden). Coupled with the program are charts, slides, and other visual materials.

Friday evening is grocery-shopping night in Omaha—and a difficult spot to fill on the university calendar. But the innovators in adult education came up with an answer in "University Nights"—a combined culture and entertainment series begun in January, 1960.

The program included art films, concerts, and a University Theater production, all coupled with interpretive lectures. The week preceding the film "Red Shoes," for instance, a professor lectured on fundamentals of ballet. The Friday evening series has become so popular that enrollment has had to be limited to 300, the capacity of the auditorium.

Omaha University educators also are incorporating the tel-lecture into the University Nights series. Up for discussion with and quizzing by Omahans this semester are Dr. Mario Pei, Columbia University linguist; Mr. Golden; Walter Gutman, New York financial analyst; and Novelist Allen Drury, who will speak from Washington on the new Administration.

It's an unusual class that enrolls students from ages ten to seventy. However, since the spring of 1958, parents (and sometimes grandparents) and children have been able to spend Saturday mornings at the university exploring the sciences together in courses like physics, biology, chemistry, and astronomy. The courses are taught in two-hour sessions for six weeks. There is only one prerequisite: each child must be accompanied by a parent. According to faculty members, parents, whose knowledge in many fields is out of date, often have to work harder than the receptive younger generation when meeting new facts.

When television came to the Midlands it was the Omaha College of Adult Education that began the first TV classroom in the Middle West. This, incidentally, was the first daily TV classroom and the fifth college TV classroom in the nation.

From April, 1952, to January, 1955, an estimated 210,000 persons in Nebraska, Iowa, Kansas, and Missouri attended TV classroom and more than 500 paid tuition and gained credit for courses.

With FM radio gaining in listeners in the "beef state," the college and Station KQAL-FM have collaborated on a lecture-discussion series on serious problems in current history. The current twelve-lecture series, titled "The Soviet Jigsaw," explores art, sociology psychology, education, politics, linguistics, and scientific development in the USSR. Dozens of Omahans have set up "listening post" discussion groups in their homes, and phone in questions each Thursday evening.

More dramatic, probably, in its impact on the community is the college's Conference Center, through which some 25,000 adults pass each year. They attend seminars, workshops, institutes, and other noncredit activities ranging in scope from a Traffic Court Conference for judges and prosecuting attorneys to a Concrete Masonry Institute for architects, engineers, and bricklayers. In Omaha for a weekend Institute on Germany not long ago were Dr. Wilhelm G. Grewe, German Ambassador to the United States, plus a delegation from the German Embassy in Washington and from the U.S. State Department.

Says University President Milo Bail: "No one can estimate the value which accrues not only to these people but also to the city of Omaha because of these educational experiences. It has been proven again and again that raising the educational level of the citizens of a community is the first way to improve business in the community.

Another factor which lends strength to the adult college is President Bail's policy of making "dual faculty" appointments, which make top daytime faculty members available for evening class teaching. Through part-time appointments the college recruits the best available specialists from within the community.

University administrators admit that adult education has changed the face of the university—and they're also inclined to think its changed the face of the community.

It was Thoreau who said "It is time that we had uncommon schools, that we did not leave off our education when we begin to be men and women."

While Omaha could hardly be termed a "village," it's a good guess that if Thoreau could see the 6 P.M. and 10 P.M. traffic jam around its Municipal University, he'd think Midwesterners were headed in the right direction.

New Books

PHILOSOPHIES OF EDUCATION. *Edited by Philip H. Phenix. John Wiley.* 137 *pp. Paperback.* $1.90. Sketches of some contemporary viewpoints on education based on a series of ETV programs.

THE CRISIS OF WESTERN EDUCATION. *By Christopher Dawson. With Specific Programs for the Study of Christian Culture by John J. Mulloy. Sheed & Ward.* 246 *pp.* $3.95. An eminent English author and teacher, who since 1958 has been professor of Roman Catholic Studies at Harvard, views contemporary education and culture in the Western world.

EDUCATION FOR COLLEGE. Improving the High School Curriculum. *By Albert R. Kitzhaber, Robert M. Gorrell, and Paul Roberts. Ronald Press.* 195 *pp.* $3.50. Analysis of course content in high schools and recommendations for change, based on a subject-by-subject examination of college-prep curricula.

THE SCHOOLS. *By Martin Mayer. Harpers.* 446 *pp.* $4.95. (See THE EDITOR'S BOOKSHELF.)

COLLEGE ENTRANCE COUNSELOR. *By Louis K. Wechsler, Martin Blum, and Sidney Friedman. Barnes & Noble.* 413 *pp. Paperback.* $3.50. Counsel for the college-bound with directories of two- and four-year colleges and a guide to scholarships.

HANDBOOK ON RURAL EDUCATION: Factual Data on Rural Education, Its Social and Economic Backgrounds. *Department of Rural Education, National Education Association.* 168 *pp. Paperback.* $2. A compilation of the principal data now available on the status and trends in rural education and the social and economic factors affecting rural schools.

SCHOOL VOLUNTEERS. Creating a New Dimension in Education Through Lay Participation. *By T. Margaret Jamer. Public Education Association (available from School Volunteers, 125 West 54th Street, New York 19).* 200 *pp.* $3.95. Description and appraisal of the Public Education Association's four-year old School Volunteers program in the New York City schools.

BALANCE IN THE CURRICULUM. 1961 Yearbook. *Association for Supervision and Curriculum Development, National Education Association.* 197 *pp.* $4. Eight essays by leaders in the field.

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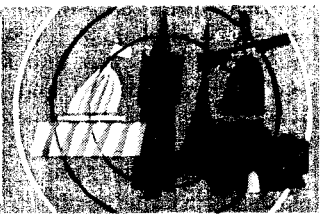
While School Keeps



THE MANY INNOVATIONS in school organization and practice that have been introduced in recent years are translated into architectural terms in **"New Schools for New Education,"** a publication of the Educational Facilities Laboratories (477 Madison Avenue, New York 22). How schools can effectively house such departures from the traditional way as team teaching, flexible class size (from independent study by individuals to classes of 500 or more), and the whole range of new technological aids, is shown in words and pictures. Based on an architectural workshop conducted by the University of Michigan, "New Schools for New Education" is much more than another conference report. It is an imaginative, colorful, often exciting presentation of the schools America will build for the next generation. Ideally, it might serve, too, as an epitaph for the traditional egg-crate school which has served the nation well in the past, but is no more adequate for schools of the future than a nineteenth-century office building is for contemporary commercial activities.

U.S. COMMISSIONER OF EDUCATION Sterling M. McMurrin was sworn in last month and immediately spoke his mind on a number of crucial issues. At a press conference following his induction he promised, among other things:

► Vigorous support of the Administration's federal aid proposals for education.

► Encouragement of quality and rigor in teaching and in what is taught.

► Intensive development of the Office of Education as a national forum for the cultivation of ideas on education by outstanding minds from all disciplines, academic and non-academic.

► Strengthening of the Office of Education as a research center and, through the use of automatic data processing, as a dissemination center for accurate, up-to-date information on education.

Memory fails in attempting to recall another U.S. Commissioner in the last generation willing to say in public that the nation's schools are too often lax and flabby and that they fail to center on the things that are essential. It may be that Commissioner McMurrin's promise to encourage quality and rigor in teaching will bring some change.

Action to make the U.S. Office of Education a more effective center for accurate, up-to-date information on education is already well started. But if present plans should falter, we hope someone will call Commissioner McMurrin's attention to the valuable study just published by the USOE, **"Offerings and Enrollments in Science and Mathematics in Public High Schools"** (Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C., 35 cents). Many aspects of this crucial area of American education are analyzed and appraised—the only catch is that the data is for 1958.

CORPORAL PUNISHMENT in the schools is one of those issues that refuse to stay settled. Laws and regulations vary considerably around the country, but there appears to be remarkable unanimity of opinion on the subject within the teaching profession. In the latest Teacher Opinion Poll taken by the National Education Association, classroom teachers were asked whether or not they favored "the judicious use of corporal punishment as a disciplinary measure in the *elementary* schools." Nearly three-quarters of them (72 per cent) approved, while 22 per cent disapproved. Seventy-eight per cent of the men teachers favored corporal punishment, as against 69.2 per cent of the women. For students in the secondary schools, however, only 58.3 per cent of the teachers approved and 34.9 per cent did not.

THE NATIONAL MERIT SCHOLARSHIP CORPORATION released, late last month, its list of 1961 award-winners. Unidentified within this select group were recipients of eighty-five special four-year scholarships in a new experimental program. All eighty-five were finalists in the nationwide competition but failed to receive regular awards. The experimental program attempts to apply the "findings of research, to incorporate the lessons of experience, and to strengthen certain aspects of the Merit Program in ways not previously possible."

John M. Stalnaker, president of NMSC, in announcing the new awards, called attention to the fact that among very superior students scholastic achievement bears little relationship to creative performance and that traditional measures of scholastic aptitude fail to predict individual creativity with any degree of accuracy. National merit studies have been aimed, since 1958, at devising a method for identifying students with creative potential. As a result, four types of experimental awards were made:

► For students whose records suggest promise of exceptional creative performance, twenty-five scholarships.

► For students of marked academic ability who have had to overcome severe financial or similar disadvantages, twenty scholarships.

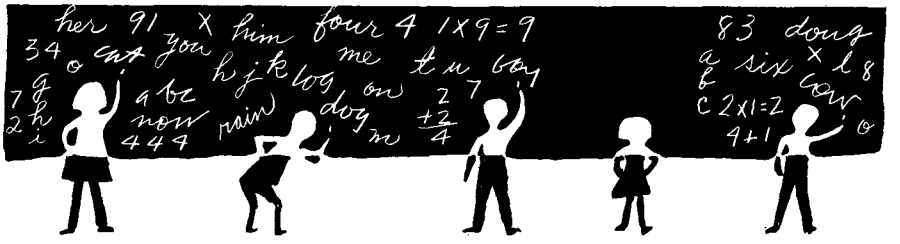
► For students who showed superior achievement and promise in one field, but had less distinguished records in other fields, twenty scholarships.

► For students who were able, with the approval of their secondary schools, to enter college with less than four full years of high school, twenty scholarships.

Analysis of the academic careers of these experimental scholars—and their successors—should throw new light on the hazy relationships among aptitude, achievement, and creativity, and methods for identifying each individually.

MICHIGAN STATE UNIVERSITY is contributing to better international understanding on the nation's highways through an evening driver education course for foreign students and their wives. When registration opened, there were seventy-six applicants from twenty-two countries on five continents. The single section of the course that was planned had to be multiplied by three. The U.S. is represented in these international sessions by "foreigners" from New York City who were too young to meet the minimum driving age of eighteen at home before they left for college.

FOREIGN LANGUAGE STUDY received vital stimulus from passage of the National Defense Education Act two years



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ago. More than $21,000,000—half of it in federal funds—has been invested in instructional equipment and materials, according to the U.S. Office of Education. A measure of the Act's success in arousing interest and action is the fact that early in 1961 more than 2,500 electronic language laboratories were in use (two years ago there were just sixty-four). Student interest is indicated by the 20 per cent of all public high school students enrolled in modern foreign language classes in the 1959-60 academic year; the previous year the figure was 16.5 per cent. Biggest block to more rapid expansion of foreign language study—especially at the elementary level—remains, says the USOE, the shortage of qualified teachers.

OBSOLETE ENGINEERS threaten to clog the halls of industry unless practicing engineers spend a substantial part of their time keeping up-to-date in their rapidly changing profession. Even more threatening is the prospect that engineering schols themselves will not keep pace with new developments so that their graduates will already be obsolescent in considerable degree when they enter the profession.

These and related conclusions are given by Dr. Thomas Stelson, head of the Department of Civil Engineering at Carnegie Tech, in the April issue of *Carnegie Alumnus*. He notes reports that indicate newly employed engineering graduates often receive salaries that equal or exceed those of experienced men with equal training. This is not, he contends, a matter of temporary imbalance in the profession, but more likely a situation that will continue and become more acute.

The reason? Obsolescence. New knowledge in the field is developing so rapidly that a practicing engineer must spend about 10 per cent of his time extending his knowledge just to maintain his relative position in the profession, according to Dr. Stelson. But this figure assumes that he retains all his previous training, an achievement rarely encountered. Therefore, a more realistic estimate is that he must spend 20 per cent of his time acquiring new knowledge if he wishes to maintain his value to his employer and to society. If he wants to forge ahead, he will probably have to devote about a third of his time and energy to self-education and improvement.

These observations are applicable to many fields other than engineering, but few present evidence as dramatic and compelling. The ferment of new knowledge is stimulating profound change in the approach to mathematics and to the physical and biological sciences. More slowly the social sciences and languages are rethinking and recasting their curricula. We cannot assume, however, that the threat of obsolescence in the social sciences and the humanities is any less real because it is better hidden.

GUESSWORK IN COLLEGE ADMISSIONS will be substantially reduced through a new research service offered by the American College Testing program to member colleges. Five "predictive indices" for each prospective student will indicate how well he can be expected to do in his freshman-year studies at a particular college. Of the five indices, one will predict the student's over-all grade average and the other four will predict the grades he will receive in

each of four subject-matter areas: English, mathematics, social science, and natural sciences.

Test data will be reported to each college in which the student is interested. The indices can then be used by the college in determining whether the student should be admitted, in placing him in appropriate sections of freshman classes, and in judging applications for scholarships. By no means will all the guesswork be eliminated from the selection process, but the new ACT service should be helpful in steering students to colleges at which they are likely to enjoy some success, and useful to the colleges themselves.

THREE STUDENTS at the University of Michigan recently completed what the school calls "the world's first completely automated college spoken language course." All three received A's—for achievement, not effort. Taught completely by machine, the trio learned to speak Spanish "like natives" in less than 200 hours, an attainment that takes at least four semesters by traditional methods.

In the automated Spanish course the student learns to speak the language much the same way a Spanish child would. In his individual learning booth he dials his lesson on a telephone-like selector control that tunes him in on a bank of continuously playing tape recordings of specially prepared teaching materials. The lesson is presented in small, easy segments which the student learns by repetition. Then the machine quizzes him to make sure that he has learned accurately before going on. The student is allowed to proceed at his own speed.

F. Rand Morton, director of the University of Michigan language laboratory and designer of the unique audio-lingual teaching machine explains how it works. In learning how to form plurals, for example, the student first drills himself on the "s," "z," and "ez" sounds. The machine then teaches him through short drills when to use each sound. Finally, the correct use of these sounds becomes a habit and he is unlikely to forget or to make a mistake.

One disadvantage is that while the students can speak and understand Spanish remarkably well, they can neither read nor write the language. But Professor Morton is sure that reading and writing will soon be taught in the same way.

MANY SMALL COLLEGES, it is often reported, maintain respectable academic standards, have vacancies for many students, and welcome student representation from different parts of the country. But the prospective student has difficulty in identifying and evaluating these institutions. Now the Council for the Advancement of Small Colleges (1818 R Street N.W., Washington 9, D.C.), in its March, 1961, *Newsletter*, has provided tangible help by reporting most informatively on its fifty-nine member institutions.

CASC colleges are hardly pushovers when it comes to admission, but the competition is far less brutal than in better known, more prestigous institutions. Of the fifty-nine colleges, thirty-one require the standard sixteen academic units for admission; seventeen require fifteen units; two demand seventeen units; and one requires eighteen. All demand a diploma from a recognized high school as a minimum; seventeen admit only students who graduate in the top half of their high school class; ten from the top two-thirds; two from the top third; and three from the top quarter. Forty-one of the fifty-nine colleges either had vacancies during the 1960-61 school year or expect to in 1961-62—in both freshman and upper classes.

The CASC *Newsletter* for March charts the fifty-nine member colleges, giving a wide range of information about each one, including enrollment, costs, admission requirements, major courses offered, and whether they expect vacancies during the 1961-62 school year. —James Cass.

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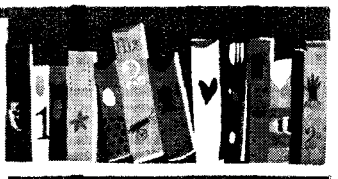
the Editor's Bookshelf



WHEN AN AUTHOR sets out to write a popular book on education he usually selects one small portion of his subject. If he decides to write a polemic he lashes out furiously at complacency, stupidity, confusion, or some equally vulnerable target. If he prefers to defend the schools he assembles evidence that they are doing a better job than ever before—or that if they are not it must be the taxpayer's fault. If he chooses a more balanced presentation he confines his attention to the educational goals or to methods of instruction or to teacher education. Or he may choose to deal with a single level of education or a single subject of instruction. The best-seller among books on education was "Why Johnny Can't Read," which dealt exclusively with one method of teaching one subject.

In **"The Schools"** (Harper, $4.95) Martin Mayer boldly undertakes the enormous task of discussing all aspects of elementary and secondary education within the limits of a single book. He begins with an excellent description of American schools in which he contrasts our elementary and high schools with those of Europe. He gives some attention to the ups and downs of progressive education and to the various historical forces that have played upon the schools. He discusses the problems of social and economic classes in their relation to the individual's capacity for education and he wrestles with the various theories of learning and the theoretical problems of the nature of intelligence and its measurement. Separate chapters are given to the primary years, the intermediate school years, the junior and the senior high school, and other chapters deal with the teaching of separate subjects at each of these levels. In a final section, he discusses tests and examinations, tools and technology, and teacher education.

Martin Mayer is a highly skilled professional writer, author of such best-sellers as "Madison Avenue, U.S.A.," and "Wall Street, Men and Money." He spent two and a half years preparing his present book, traveling as far west as San Francisco and as far east as Helsinki. He visited 150 schools and spoke privately with 1,500 people. He estimates that he read forty or fifty linear feet of books and collected 6,000 pages of notes. His list of acknowledgments—to people with whom he talked—reads like a "Who's Who" of education.

To the teacher, who knows much more about what goes on in a single classroom than any outsider can hope to, it will be obvious that Mayer's approach to his task provides breadth rather than depth, but it seems fair to say that Mayer has read more widely, covered more ground, seen more schools, and talked to more people than many professional educators do in a lifetime. Nevertheless, the journalistic approach to a book on education inevitably leads to results that are somewhat uneven, for some of the topics which Mayer discusses lend themselves to such an interpretation while others require more scientific knowledge and great philosophic depth and make heavier demands on both author and reader. Mayer is at his best in presenting a vivid picture of the schools he has seen, in reporting his conversations with a wide variety of educators, in describing some of the newer practices now found in some schools, and in pointing to unsolved problems. He has collected a vast amount of information and has brought a first-rate intelligence to bear upon it. Many of his observations and conclusions are highly perceptive (see box below).

But Mayer's journalistic approach, with its emphasis on anecdotes and on quotations from people he has interviewed, is much less appropriate for a discussion of complex professional, technical, and scientific problems, and when he attempts to deal briefly and in popular style with the problems of teacher education, intelligence and its measurement, and the theories of learning, the limitations of this approach quickly become apparent. His discussion of teacher education includes some interesting anecdotes but skims over the basic problems. His discussion of psychological theories and research will interest readers who have never studied psychology but they fall short of what is found in a good psychology textbook for college freshmen, and to sophisticated readers it will be apparent that a few months of reading does not qualify a writer to interpret the work of such noted psychologists as Thorndike, Koffka, Kohler, and Skinner. There is a real need for a book that will make modern psychological theory understandable to the general reader and useful to teachers, but it will take a William James to write it.

"The Schools" will be of greatest value to the general reader who wants a wayfarer's guide to the schools or a sweeping survey of educational institutions. Anyone looking for an *evaluation* of the work of the schools will find it necessary to look elsewhere. Mayer says, "It is well to rid oneself immediately of this business of 'the aims of education.' Discussions of this subject are among the dullest and most fruitless of human pursuits." This bland rejection of the problem of educational goals, and of the need for priorities among them, makes it impossible for Mayer to provide the reader with an evaluation of present-day educational practices. For if we cannot decide what the schools *ought* to accomplish it is obvious that we shall never know whether they are doing their work well.

—P.W.

". . . There is no *career* in teaching as the word is customarily understood. The teacher comes out of training to the mastery of a class of thirty children. After twenty years' experience the teacher still has mastery of thirty children; and usually she is still teaching the same material. . . . There is no differentiation of the job, no increase in responsibility; and the great teacher receives the same salary, the same position in the hierarchy, as the time server. In the United States, a teacher can advance only by ceasing to teach, and school administration is a branch of government, not of education. . . . Like all jobs which have not been differentiated to separate the skilled from the incompetent, teaching pays badly."

* * *

"Appalling numbers of teachers have lost much of their native ability to draw conclusions from observations, because the "correct" conclusions have already been given them in their training. It is commonplace, for example, to hear an elementary school teacher say that children are interested in reading only about other children and their own immediate environment—and then complain less than five minutes later that the kids in her class read nothing but space comics."

—*From "The Schools" by Martin Mayer.*

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The University's Goal: Utopia

"Creative Universities," by Frederick Mayer *(Twayne Publishers. 112 pp. $3.50), is an analysis of the role of universities in Western civilization. Mayer, who is the author of many previous books on the history and philosophy of education, is Professor of Humanities at the University of Redlands in California. Robert Ulich, who reviews the book, is Professor Emeritus at Harvard and author of the recently published "The Education of Nations."*

By Robert Ulich

IN THIS new book by Professor Frederick Mayer there appears again and again a certain leitmotif. It is expressed in the following sentence:

> The ultimate function of the university is utopian. It is to create a new society in which rationality will prevail, in which beauty will become a way of life, in which science will be used constructively, in which virtue and knowledge will coincide, and in which creative ideas will make for human happiness.

In order to bring this utopian ideal down to the level of actual endeavor, the author divides the book roughly into two major parts. The first is, to a large degree, historically oriented. It describes the decisive impact of the earlier universities on Western civilization and then the rather helpless involvement of the modern institutions of higher learning in the present clash of values. The causes of this predicament are many. The universities have failed to show sufficient vision in order to produce a "unifying philosophy . . . as existed in the thirteenth century." They have failed to arouse "a more intensive concern which touches the inner loyalties of both students and instructors and which creates ways of profound transvaluation." They have failed to develop sufficient skill in the art of "social engineering" (a dreadful phrase from the reviewer's point of view) and sufficient courage in upholding the high ideals of "enlightenment and cooperation."

This, the author continues, is all the worse in view of the enormous increase in the number of students. Therefore we should have more high-standard institutions like "Caltech and MIT." But rigid standards can also be dangerous because they may "eliminate the most capable of the most constructive leaders in civilization," who are often unorthodox and mature slowly. We should also be aware that none of the "basic approaches" to learning—religious, humanistic, and scientific—can do it alone. For "man is a pluralistic creature," and on the "journey toward inwardness," which is perhaps "the most thrilling adventure" not only quantitative, but also "qualitative and intuitive means have to be used."

The ensuing chapters on "Progress and Tradition" and on "Leadership" describe in rapid succession the thought and work of our most outstanding college presidents from John Witherspoon to Hutchins and Conant. Pusey is mentioned in another place as the spokesman of those who maintain that the religious concern should be one of the fundamental preoccupations of modern man. Mr. Hutchins seems to be most to Professor Mayer's taste.

From then on we enter into the second and more practical part of the book. The "process of education" is there described as a synthesis between feeling and reason, self-examination and audacity, theory and commitment. Jefferson, Emerson, and James were "our real intellectuals" because "they were not seduced by the attractions of the past. They lived and struggled for the future. . . . Their interests were universal; their audience was mankind. To them, education was a tool of liberation, not a specialized study in insignificance."

In a chapter on "Method and Content" the author gives suggestions, some of them very valuable, on how to translate the ideal of the inspiring teacher into actuality. "Education without drama is a self-defeating process." The last two chapters contain more or less modulations of the leitmotif quoted earlier. They also contain ten commandments for higher education which reaffirm the principles expounded throughout the book. However, in view of the many historical references on the previous pages and in view of the emphasis on "universality" one may be surprised at commandment No. 8:

> We should make the twentieth century the center and focal point of our studies. To accomplish this goal, we must, as President de Kiewiet of the University of Rochester maintained, "globalize our universities."

While I agree with the author of "Creative Universities" in certain respects, I disagree in others. I agree that many of our so-called institutions of higher learning hardly deserve their name. They are mediocre. I also know about the complacency, conformism, and departmental clannishness that reign even in colleges of high reputation, prevent a stimulating circulation of ideas, and create a sense of isolation and frustration among some of the best instructors. And though I perhaps value "correctness" higher than the author, I am also convinced of the value of "suggestiveness." There certainly reigns a kind of pseudoscientific timidity in our colleges so that I sometimes wonder how many of our professors are still aware that the word "professor" means "one who professes." I also regret that our philosophy departments no longer play the central role they played in my student days in Europe, although the reasons for this development are more complicated than Dr. Mayer believes. Logical positivism is not the only culprit. It is more a symptom than a cause. However, having in earlier times often been the guest of Whitehead, Hocking, and Perry, I am astonished that they should not have left any worthy disciples.

BUT let us appreciate a bit of satire. Since Vives and Erasmus it has played an important role in the history of our universities. What I deplore is the fact that "Creative Universities" lacks the excellence that would make the criticism pungent. The blame is often so one-sided that one has the feeling that the author has a personal axe to grind. There are too many repetitions and vague phrases. The references to Abelard and Schopenhauer give the uninitiated reader a false impression. Why, in a small book, these excessively long quotes from Emerson, Newman, Hutchins, and Thoreau? Why these long lists of names (twelve of them appear in the space of fourteen lines on page 18)? They are unnecessary for the scholar and bewildering for the layman.

At one place the author quotes from the Tao-Te-Ching the statement: "To do is to be." But Taoism, if I understand it correctly, emphasizes also the value of inner balance that comes from the willingness to wait and to dwell upon one's subject. If the talented author had taken that part of the teaching of Tao to heart, he would have written a more impressive book.

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Newer Ends and Stronger Means

"Education for the Emerging Age," by Theodore Brameld *(Harper. 244 pp. $5). Maxine Greene is Professor of English and Philosophy of Education at New York University.*

By Maxine Greene

IN A DAY when talk of despair competes with hopes for "the new frontier," a voice calling for social reconstruction is like a voice from a far-off past. And when the call is for cultural renewal through education, it is as if we were back in the Thirties, in the days of another, a "social" frontier. Theodore Brameld's "Education for the Emerging Age" awakens such echoes as it challenges the schools to look to the future of the culture and the planet. One reads it with a sense of recognition and, at once, in a state of unrest. Is the writer a Miniver Cheevy, "born too late"? Is he Eben Flood, "with nothing in the town below —Where strangers would have shut the many doors/ That many friends had opened long ago"? Is he the prophet of a new trinity called "anthropology, philosophy, and education," or is he crying havoc in a manner doctrinaire?

Educators have seldom agreed about this Midwestern "enfant terrible," this would-be gadfly on the academic scene. They have known of Brameld and talked back at him since "Ends and Means in Education" was published ten years ago. The amount of talking has lessened lately, and this may be one reason for the new book, which contains a series of essays on themes adapted from the earlier "Ends and Means." This one is subtitled "Newer Ends and Stronger Means," and it represents an effort to restate an educational philosophy centrally concerned with goal-seeking and "social self-realization." The author declares its unique relevance to present-day conditions and its promise of relieving a world crisis far sharper and more dangerous than the one he so grimly described a decade ago.

Professor Brameld, now of Boston University, admits that his philosophy of education has, in the recent period, been ignored; but he reaffirms, perhaps with added fervor, his conception of education as a tool of culture, an agent of directed growth toward deliberately defined ends. These ends—or social goals—are, theoretically, to be determined through disciplined study of the spectrum of human wants, the fulfillment of which will mean self-realization for all and the establishment of a "democratic world order."

At a moment of such desperate urgency, he believes, the schools have no choice but to dedicate themselves to "the problems and prospects of reorganizing democracy itself." This demands a reconstruction of curriculum, a new "design" constructed around

units devoted to "key problematic areas" like economics and politics. The traditional subjects become instrumental, spokes of a wheel whose hub is a continuous and interdisciplinary concern with the various spheres of social life. Dr. Brameld would locate the main wheel in a four-year junior college, extending from the high school junior year through the college sophomore year; but elementary and higher education, too, would play roles in this scheme of public education, reoriented to "the achie ement of a reconstructed democratic culture."

The aim, presumably, is to educate young people for active participation in remaking a social order, and for cooperative explorations of what is needed and what **should** be done. There is for Brameld, a built-in motivation in such a design if it is geared to "active learning" and if "learning through experience with what we learn is central and continuous"; he seems not to be troubled by difficulties regarding the teaching of language skills, mathematics, or the sciences. His prime concern is with the educationl experience as a cumulative process of consensus on the requirements of a crisis culture and on techniques for building a world-wide majority-controlled order."

But, as one responds to the inspired language and the far-flung abstractions, one cannot but wonder whether Professor Brameld has all the answers already. If he does, if he already has in mind the precise character of the society to come, the nature of the school's ongoing inquiry becomes problematic. For example, when he discusses the study of the psychological sphere of social life, he writes: "One example, the kind of incentives which already replace the incentives of old-fashioned competitive individualism, at once reveals the inextricability of the psychological from the economic, political, social." How many questions is he begging here? Can the "tentative" and the "hypothetical" be reconciled with prejudgements, with predetermined ends? Brameld is an avowed enemy of indoctrination; but there is, nonetheless, an implication in his book that he has "seen the future," and that the obligation of the schools is to make that future visible to all.

This seems likely in his criticism of experimentalism, out of which he has come, but which he decries as a philosophy expressive of a culture "in transition," a sort of nineteenth-century liberalism rendered archaic by the revolutionary challenges of our day. It is true that he calls the "second era" only "potential" in design, but he describes the design so specifically that he suggests to his reader that the "ends" he has in mind are already defined. The new age, he says, "is likely to be distinguished from all earlier eras by at least these fundamental features: a largely automatic, integrated technology powered increasingly by atomic energy; a world population sufficiently educated to regulate its own growth according to available resources; a publicity planned and directed system of distribution of these resources so that physical and spiritual deprivation due to inequitable distribution of goods is eliminated; and an enforceable international government under democratic and, as far as possible, decentralized control."

ONE can applaud Dr. Bramweld's commitment and still question whether the test of an adequate philosophy of education is its relevance of these "imperatives." His critique of progressivism derives from his belief that progressivism, for all its effectiveness, is too preoccupied with experiment and process, with "qualities of open-mindedness, of social and political exploration, of regard for 'all sides of the question'" to effect the necessary reconstruction

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of our culture. He continues, however, to credit the progressive schoolmen with more respect for authentic "intellectualism" than traditionalists or neo-conservatives like Dr. Conant and Dr. Bestor, whose major objective, he feels, is "to train people to respect the social heritage."

Although Brameld supports the progressive view of "functional" learning and the progressive focus on the live context of experience, his argument cuts across the battle lines in the educational debate. He asserts that the real conflict is not the one commonly conceived, not the opposition of conservatism to progressivism, but a conflict between an approach that "embraces the complex of human dynamics" and those that do not.

HIS socially oriented philosophy of education has been leavened by the discipline of cultural anthropology, a study that has engaged Dr. Brameld since his evaluation of enculturation in Puerto Rico several years ago. The fruits of his study have been presented in his "Cultural Foundations of Education—An Interdisciplinary Exploration"; but, in the book being reviewed, he has summed up the implications for "an anthropological philosophy of education," which seems to him to hold potentialities for reintegrating education and enabling man to shape the only kind of commitments that will maintain human life on earth.

The anthropological concern has led him to a special (and perhaps possessive) interest in the behavioral sciences, "in the psychology of perception, in group behavior, in the complex relations of personality and culture, in the social dimensions of psychiatry." He believes that the progressives are too caught up in examinations of interaction between individual and community, too preoccupied with "means" to come to terms with the behavioral sciences and with what Brameld feels is implied by them: that the "moral criterion" of individuality lies in social experience, that education must reorder community life in order to make self-realization possible. It follows that only the philosophy he is presenting can properly embrace the complex of human dynamics; only the triadic conception of anthropology, philosophy, and education has the potentiality for effecting "planetary transformation" and resolving the crisis of our time.

Why does Professor Brameld presume that there will be more acceptance of his point of view than there was ten years ago? He himself points to the obstacles: economic prosperity, moral insensitivity, acceptance of the "cold war," orthodoxies, positivistic and existentialist beliefs. But, at the same time, he discerns signs of change and diminishing complacency in the struggles against segregation in the south, in the growth of the behavioral sciences in the educational debate itself. More significantly, he is encouraged by the prevailing interest in "natural purpose" and by renewed efforts to define our national goals. This, of course, is quite understandable on the part of an educator who has spent most of his adult life speaking and writing about the urgent need to define our cultural ends.

Finally, Dr. Brameld finds a terrible and paradoxical hope in our greatest danger. The threat of atomic destruction, he believes, has raised the status of education all over the world; the full realization of the threat may force people to realize that the only dependable deterrent is education, and, most particularly, the kind of education that is explicitly devoted to "world struggle" for a better, a fully democratic world.

"Education for the Emerging Age" will undoubtedly arouse controversy among those who pay heed. Those concerned with the "language" of education and with the need for increased precision of terms will object, first from their analytic vantage point, then because Dr. Brameld relegates them to the camp of the existentialists and all others who retreat from the "social context." The philosophers of science may well join them because of the author's rather cavalier treatment of such matters as theory and implication and, too, because of his insistence on treating science within the framework of world crisis and cultural change.

OTHER readers may question the omission of the concept of "excellence"; and some will cavil at the concentration on "social self-realization" to the exclusion of individual fulfillment and difference, despite Dr. Brameld's claim that the planet itself will have to be redesigned if persons are to survive and seek the sun. Experimentalists and traditionalists may protest, not only that they have been misinterpreted, but also that they have been discredited through the use of the "genetic fallacy," which has enabled the author to condemn them for their origins.

There will, nonetheless, be those who welcome the challenge of a social commitment courageously expressed, and who feel that the educational debate has been enriched by Professor Brameld's effort to link our educational decisions to our fate as a species, our future as men. It may be that he is at last talking in a way that demands attention; it may be that what so many people thought were windmills are actual threats that must be withstood in the schools, not simply outside.

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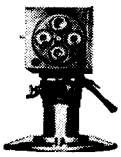

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Understood Child

Continued from page 49

inated by military and economic struggle with foreign countries. But the purpose of a democratic educational system is not to act as an instrument of national policy. Its purpose is to liberate the talents and to stimulate the thinking of its citizens so that they may share fully in the creation of national policies. The United States is the leader of the democratic world. The American educational system exists to bring into being the model of a democratic society that can serve the needs of the modern world, that can bring the privileges and the material well-being of a successful industrial society to the peoples of that world.

How then are reforms to be accomplished?

First, by conceiving the role of the parent and the school not merely to be that of understanding children and protecting them from social reality, but by insisting that certain ideals are better than others, that certain acts are higher in value than others, and that the older generation has both a right and a duty to act for social justice. As of now, the schools are reinforcing the prevailing social and political attitudes of the culture.

DURING the McCarthy period, it was not enough to understand McCarthy; it was necessary to fight him, to hold up the standards of honor and integrity. A school or college that wishes to serve its country and to teach its youth will use the instruments of education to make the society honest, rather than rest content with reflecting the prejudices of a confused society.

I suggest that we take full account of the leadership already being provided by the youth of this country, those who have until recently been quiet about themselves and their ideas. In Korea and in Turkey the students were the ones who sought independence from an oppressive power, and in fact achieved it. In the United States the students in Negro colleges and high schools are the ones who have taken the leadership in the expression of American freedom and in cleansing American society from the disease of racial prejudice. The patience, tolerance, dignity, and idealism of those Negro students who have quietly exercised their rights by asking to receive the simple privilege of being served at lunch counters, those students—more than 1,800 of them—who have been arrested for engaging in peaceful demonstrations, the students who have put their lives, their careers, their futures in jeopardy without thought of personal gain, often against the wishes and advice of their parents and teachers, always against the forces of their society—these qualities truly represent the ideals of America.

James Baldwin, the distinguished Negro writer, in commenting on the example of the Negro students, has this to say about their situation:

> These are all very serious matters, made the more serious by the fact that the students have so few models to emulate. The young grow up by watching and imitating their elders—it is their universal need to be able to revere them; but I submit that in this country today it is quite impossible for a young person to be speeded toward his maturity in this way. (This impossibility contains the key to what has been called "the beat generation.") What the elders have that they can offer the young is the evidence, in their own flesh, of defeats endured, disasters passed, and triumphs won. This is their moral authority, which, however mystical it may sound, is the only authority that endures; and it is through dealing with this authority that the young catch their first glimpse of what has been called the historical perspective.

The authority of which James Baldwin speaks is the moral and intellectual authority of the true teacher and the true parent. The understood child in his later adolescence understands us very well. We are the ones who have taught him caution, a caution he has no desire to emulate. We are the ones who speak of educational reform as a way in which we can put the young through longer stretches of academic material. We are the ones who are calling upon the young for greater effort, higher standards, faster progress.

To which the young reply: Give us by your example the evidence of disasters passed and triumphs won. Give us teachers whose minds are active, whose knowledge is deep and whose character is of a kind we can honestly admire. Earn your authority by showing in your lives that you care about the values of the mind, the qualities of courage, the needs of the world, the ideals of honest effort in the service of others. Understand us, yes. But show us that you also understand the need of the young for ideals and loyalties, convictions and beliefs that can stand up before the pressures of a modern society that asks us to submit to its lesser goals of commercial success and personal security.

When you have done this, then we are ready to do what is asked of us, to find the leadership we seek, to create our own leaders from the ranks of the young, to set to work to solve the problems of the world in which our generation now finds itself.

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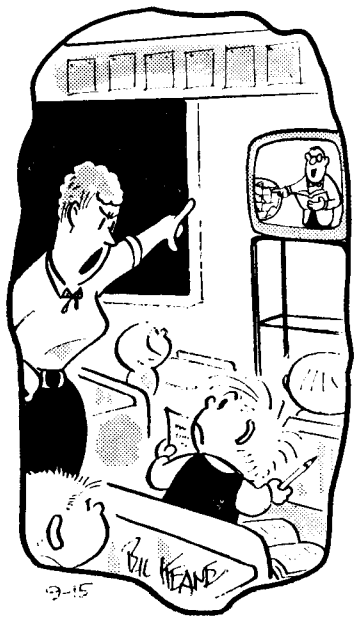
Classroom TV

Continued from page 52

emerged from the experimentation. For example, it has been found that televised instruction requires the student to accept more responsibility for his own learning than is the case with conventional methods of instruction. Also, students in television classes at the elementary and secondary level make more extensive use of the school library than students in regular classes.

In addition, experience to date has shown that the "team" approach to teaching, particularly at the elementary and secondary levels, opens up exciting new possibilities for capitalizing on the varying teaching skills among teachers in any given school system. Televised courses have been much more carefully planned and organized than conventional courses, and the combination of the skills of the studio teacher and of the classroom teacher has made possible a cooperative teaching effort far better than either teacher could achieve alone. At the elementary and secondary levels, for example, the usual practice has been for the studio teacher to "meet" only one class a day, generally for twenty or thirty minutes. The teacher then has the rest of the day to plan tomorrow's lesson. This opportunity to plan carefully, combined with the unique possibilities that television affords in the presentation of visual materials that reinforce learning, has stimulated the studio teachers to do a much better job of teaching than they had done in their conventional classrooms. In the meantime, the classroom teachers, relieved of the burden of planning and presenting the principal material in several different subjects during the course of one day, are free to concentrate on other important aspects of teaching—such as eliciting student participation, answering questions, leading discussions, reinforcing when necessary the main concepts presented in the telecast, providing individual help where needed, and stimulating the students to do something with what they have learned. Studio teachers and classroom teachers who have mastered the techniques of the "team" approach greatly prefer it to the conventional method.



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"Ahah! So you're doing homework instead of watching television."

One other important result of the experimentation to date has been a more effective use of teaching time and classroom space. This has been especially true in the elementary and secondary schools, where the shortage of teachers and classrooms is most acute. Several school systems, notably those of Dade County, Florida, and Washington County, Maryland, have found that the use of television in teaching large classes has enabled them to serve more students with the able teachers already on their staffs and to get along with fewer new teachers than they otherwise might need. This means that they can be much more selective in hiring new teachers. The use of auditoriums, cafeterias, and other large rooms for certain television courses also has meant a substantial saving in classroom space.

Several other school systems have used the teacher time saved by the use of television in large classes to establish much smaller classes than usual for slow learners and for rapid learners, and to provide overworked classroom teachers with one or more free periods during the school day.

Although one cynic has described MPATI as an exercise in "educational crop-dusting," it has excellent leadership, a serious purpose, and the benefit of careful planning by some of the top educators in the Midwest. Control of the venture is vested in a Council headed by Samuel M. Brownell, superintendent of schools in Detroit and former United States Commissioner of Education. Other members of the Council include a dozen or more businessmen, college presidents, deans of education, and other prominent citizens of the six-state region. Educationally, the experiment has the same basic purpose as other ETV projects supported by the Fund for the Advancement of Education and the Ford Foundation—to improve the quality of education. The novelty of the project lies in its scope. The plane (which will have a "standby" in case of bad weather or mechanical difficulties), is capable of transmitting a signal that will reach far more students, at a lower cost per student, than

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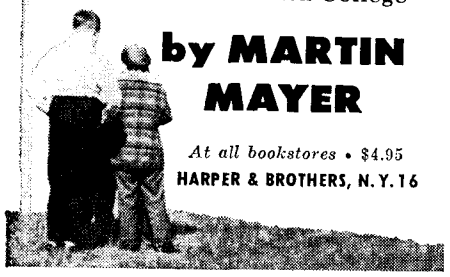

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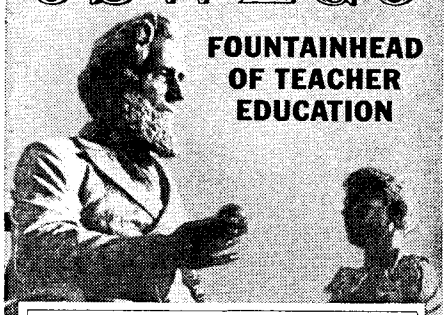

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By DOROTHY ROGERS
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any existing ETV arrangement. By flying at an altitude of more than four miles, the plane can transmit televised courses to schools and colleges in a radius of 200 miles on the ground. The average "reach" of a conventional television antenna is a radius of only 75 miles. Moreover, the plane can reach big-city schools and remote rural classrooms with the same ease and at the same cost.

The MPATI experiment has begun over two ultra-high frequency channels allocated to it by the Federal Communications Commission and may eventually expand to six, which means that it then could telecast several courses, at different grade levels, simultaneously. The key to this hope lies in a new technique known as "narrow band" broadcasting, by which broadcasts occupy only three megacycles in the television band instead of the usual six, thus doubling the number of telecasts possible in the same wave-length. If this hope is realized, a technological problem that currently limits the use of television as a medium of instruction may be solved. This problem has to do with transmission of the signal. Open-circuit broadcasting, in which the signal is sent out from a transmitter, has the advantage of being able to cover a wide area, and thus it can reach many school systems. It has the disadvantage of being limited to one program or lesson at a time. This means, for example, that in the course of a six-hour school day, only twelve thirty-minute lessons can be broadcast—the equivalent of only one for each grade level. Closed-circuit broadcasting, in which the signal is carried by coaxial cable, has the advantage of being able to transmit several lessons simultaneously (six in the case of Washington County, Maryland), but it has the disadvantage of not being able to cover a wide geographic area except by the use of microwave relays or long-line telephone wires, both of which are relatively expensive. The Midwest Airborne Project may well suggest solutions to this problem.

Educational preparations for the launching of the experiment rivalled the intricacies of the electronic research necessary to get the MPATI program on the air. A special advisory committee selected the courses to be offered, after consulting with school officials throughout the region. The television teachers were selected, after a nationwide "talent search," by a panel of teachers, supervisors, and educational television experts. The MPATI staff, with the help of experienced television teachers and curriculum specialists, produced manuals, teacher guides, and syllabuses to help classroom teachers in the schools which will receive the airborne lessons. Teachers, supervisors, and administrators from the school systems planning to use the televised courses attended workshops at nineteen colleges and universities throughout the region last summer, and a special summer-long workshop was held at Purdue University, headquarters of the project, for the television teachers. Most of them have devoted the past academic year to recordnig their courses on video tape. (After much technical research, MPATI engineers decided it would be better not to carry the television teachers aloft in the plane, but instead to record their lessons on video tape in studios on the ground and to equip the broadcasting airplane with "playback" machines that reproduce the TV signal with almost as much fidelity as the original copy. This is the same technique used to broadcast many commercial TV programs.

After the current demonstration period, which began a few weeks ago and will continue throughout the present school year (and through the summer with special teacher-training broadcasts for workshops that will be held again this year), the first full year of airborne academic instruction will begin in September. Televised lessons will vary in length from 20 to 30 minutes, and will be broadcast four days a week.

FINALLY, the use of superior teachers on television has proved an important means of upgrading the quality of other teachers, particularly beginning teachers. Several superintendents have reported that television has brought a system-wide improvement in teaching, and that even some of their best teachers have learned new techniques by observing the studio teachers.

There also have been problems.

One of the biggest single problems at the elementary and secondary level has been that today's schools were not designed for instruction by television, especially in large classes. Another major problem at the elementary and secondary level—particularly in those school systems using open-circuit telecasts originating from educational television stations—has been the matter of scheduling. This has taken two principal forms. First, there has been the difficulty of timing the telecasts to fit the schedules of as many schools as possible. (For example, fifth-grade arithmetic is not usually taught in all elementary schools of a given school system at the same hour each day.) The second aspect of the scheduling problem has been how to fit a thirty-minute telecast into class periods of varying length. (Observers agree that thirty minutes is not necessarily the optimum length of the telecast part of the lesson in every subject every day, but educational television stations, like their commercial counterparts, tradi-

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tionally operate in terms of thirty-minute blocks of time.)

Other problems persist. For example, the respective roles of the studio teacher and the classroom teacher as members of a teaching team have not yet been fully defined, although in some instances such teams are functioning with remarkable skill. Similarly, the techniques of teaching and learning in large-class situations have by no means been fully mastered. The problem of dealing effectively with individual differences among students, particularly at the elementary and secondary level, also needs further exploration.

At the college level, the biggest single problem has been how to interest the very best teachers in using the new medium. The recent program of "released time" grants by the Ford Foundation may help colleges and universities overcome this problem.

Finally, there is the never-ending problem of quality. Television, like the printing press, is essentially neutral as a conveyor of ideas, concepts, and information. It can transmit the bad as well as the good, the mediocre as well as the superior. A mediocre teacher on television communicates her mediocrity to a much larger audience than a mediocre teacher in a classroom. A superior teacher on television can strike a spark in the minds of thousands of students. This is the essence of the challenge—and the opportunity—facing educators in the years ahead. There is no doubt that television as a medium of instruction has entered a new and revolutionary phase of its development with the launching of the Midwest airborne experiment. There also is no doubt that its growth will not stop with the "flying transmitter" now circling Montpelier, Indiana. Technological advances in the field have been enormous in the past five or six years—low-power transmitters, video-tape recorders and playback machines, microwave relay installations, and so forth. The possibilities of the future stagger the imagination. David Sarnoff, board chairman of the Radio Corporation of America, recently told an audience at the University of Detroit that world-wide television is just over the horizon through the development of satellite relay transmitters, and that a billion people throughout the world can eventually watch a TV program simultaneously, with immediate translation techniques making it understandable to all.

Will educators the world over be ready for this day when it comes? What will they have to say to eager learners? Will it be useful, instructive, and inspiring? Only the future can provide the answer, but education had better start getting ready.

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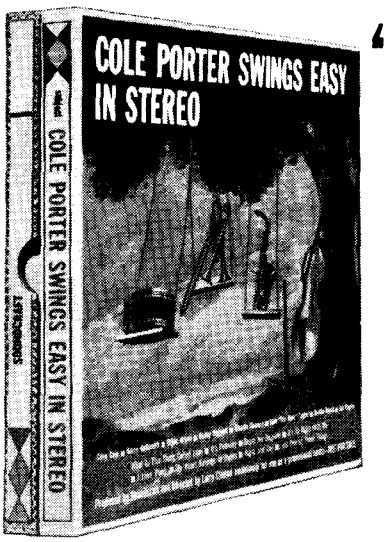

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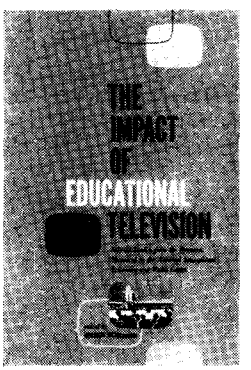

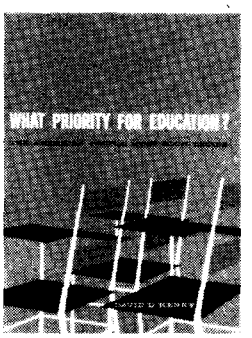

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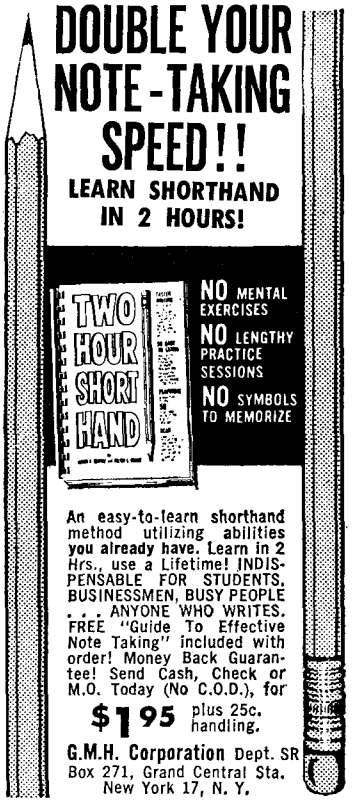
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Team Teaching

Continued from page 55

matters little; what matters is the direction in which one is going. Since any administrative solution has its own limitations, organizing to perform one function may lead to neglect of another. For example, if the emphasis of a team is on the academic merits of ability grouping, the team may neglect its function of guiding the growth of children in personal and social directions.

Unfortunately, most team teaching projects start off with the assumption that the regular school curriculum will remain basically unchanged. The new arrangements, however, soon reveal inadequacies in the standard curriculum, or demand new variations. Many team teaching projects, therefore, soon begin to undertake major revisions, usually without the assistance of curriculum specialists and without budgetary provision for this sort of work. Curriculum revision is very time-consuming. So is the joint planning and development of new teaching techniques and devices. As a result, teachers often become overwhelmed by the increased work load.

THERE is little prospect of significant advance in education without increased cost. Improvements mean time, hard work, new facilities and supplies, and consultation with experts. One cannot expect progress to result from mere rearrangement or reorganization, and with the tacit assumption that "idealists" will do the necessary work on their own time. In many of the projects I have described, teachers are being asked to perform new roles and accept new responsibilties without the training and experience that would fit them for these tasks, and they make mistakes. Too often our schools meet such situations with premature rejection rather than encouraging a renewal of effort in the right direction. Educational projects tend to operate in an atmosphere of righteousness and fervor, and are often blind to their own inadequacies.

Under the usual school organization, which isolates teachers from their colleagues for most of the school day, we have not had to deal with certain personnel problems among teachers. Focus has been placed upon the relationships of teacher to students, and students to students. Team teaching forces teachers together into greater cooperative efforts, and into situations where they receive directions from other teachers. Under these conditions, there is an increase in personnel problems that resemble those of industry. Principals, team leaders, and teachers in teams now need leadership training, including a study of such topics as the conditions that influence morale, the counseling of subordinates, the exercise of authority, the handling of grievances, and so on. Teachers who have not been accustomed to close association with their colleagues, and whose own work has never before been examined by their peers, sometimes find the conditions of team teaching both disturbing and frightening.

TEAM teaching is working against several well-developed trends in American education. Strict equality has been stressed in the relationships between teachers, who prize their individual autonomy, and who often see no advantage in closer professional relationships with their associates. The teaching profession has just emerged from a long and hard-won struggle for higher salaries, tenure, and other security provisions, and for "equal pay for equal work" regardless of sex or grade level of instruction. Many teachers will oppose team teaching as an attack upon their autonomy and upon their equality with others in the teaching profession.

In spite of these obstacles and difficulties, team teaching seems to be one of the most important forward steps in American education. In the past four decades we have come through two world wars, and a major depression; in spite of this, and in spite of an ever expanding population, we have set higher and higher educational goals for our children. Each decade has seen a higher proportion of our children in school and staying in school for longer periods. We have never caught up with our school construction needs, and there has been a perpetual shortage of teachers. Yet we have been constantly raising our standards for entry into teaching. Now all new teachers must have a minimum of twelve years of schooling and four years of college, no matter what grade level they intend to teach. No other country in the world requires this standard. Our universities are now beginning to offer career teachers excellent advanced degree programs that include further specialization. In the past we have tried to fill each classroom with a teacher who has the minimum qualifications. This has been accomplished, and now we can move forward in an attempt to provide better conditions for instruction and for learning, to develop more flexible school organization, to recognize and encourage experts in the profession, and to concentrate the kinds of resources necessary to bring about the basic changes in the curriculum which seem so necessary. Team teaching takes its place among these developments as a way of organizing for change.

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Stoddard

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a test in the National Program in the Use of Television in the Public Schools, and the results have vindicated Jerry's judgment.

Jerry is still active in "shepherding" the program. During the past five years he has crossed the country nearly eighty times, has logged about 200,000 miles of travel by plane, train, and automobile, and has visited all of the participating school systems several times. He has probably visited more schools than any other American educator. His doctors recently told him to slow down, and he did for a while, but soon he was back on the road. When asked by a friend why he decided to return to work against the advice of his doctors, Jerry's reply was characteristic: "Well, it was all right to take it easy for a while, but then one morning I woke up and realized that for the first time in fifty years I didn't have anything to do."

Jerry Stoddard's early background in Nebraska undoubtedly played a major part in shaping his philosophy of education—which is simple, direct, and uncomplicated. He is passionately devoted to America, to the idea of democracy, to the virtues of the frontier, and to the proposition that every American boy and girl should have the best education that our schools can provide. Some of Jerry's critics have argued that such a philosophy is not very sophisticated, but this kind of criticism doesn't bother Jerry. He doesn't pretend to be an educational philosopher like Whitehead, James, or Dewey. He is willing to let others do the philosophizing. His view is that the schools have an enormous job to do in meeting the needs of an ever-expanding number of students, and he has always felt that his role in education is to help get the job done.

Leadership has been one of Jerry's most outstanding qualities. His commanding appearance and booming voice have made him a dominant figure in countless educational gatherings. One of his colleagues describes him as "a powerful persuader." And as anyone who has ever faced him across a poker table knows too well, Jerry also can be a formidable adversary. A school board member in Providence made this painful discovery one night when he opposed Jerry's recommendation for a teacher salary increase. Jerry fixed the man, a prominent physician, with his piercing brown eyes and said: "Doctor, you've lived here all your life, and I've been here only eight years. I'm perfectly willing to have the public appraise my reputation against yours." The teachers got their raise. —J. J. S.

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ADOBE amid pinons, yucca, cactus. 6 rooms. 13 acres near Santa Fe. Box S-862.

CONNECTICUT—Magnificent view overlooking Sound. Private beach, boat moorings, tennis courts—intelligently integrated community—handsome contemporary, 3 bedrooms, playroom, finished lower level, 2½ baths, lovely details. 55 minutes NYC. Under $35,000. Box S-845. Norwalk, TEmple 8-6880.

COTTAGE: Furnished; 40 miles NYC; sleeps 6. Lake, tennis, day camp; stimulating cooperative colony. Sale—minimum $6,000. Evenings YEllowstone 2-1438 NYC, write Box S-814.

NEAR WILLIMANTIC, CONNECTICUT, six miles from University of Connecticut, 24 acres, completely modern house, excellent water supply, 3-car attached garage, patio with outside fireplace, fully equipped poultry farm building, also Finnish steam bath. All perfectly maintained and in splendid condition. Fronting 1,200' on State highway, 1,250' on river. Asking $40,000. Reply Box S-860.

For Summer Rental

NEW HAMPSHIRE dream house, magnificent mountain views. Forty foot living room, 6 bedrooms. 4½ baths, 5 fireplaces. Private tennis, swimming, fishing. $3,000 June 23rd to Labor Day includes silver, linen, utilities, caretaker. Box S-285.

MODERN CABIN for 2, southern Vermont. Panoramic view, completely furnished. Season $360. Misty Mountain Lodge, Wilmington, Vermont, telephone HOmestead 4-3961.

ASPEN. Summer chalet for 4-6 with car, $20 day; top music festival, glorious mountains. Write Everett Millard, 4030 Irving Park, Chicago, Illinois.

BERKSHIRES, below Williamstown. Century-old barn converted to contemporary modern. 7 bedrooms, 3½ baths. Swimming, Tanglewood, theatres. Long season $1,500. ALgonquin 5-2517 NYC, or Box 31, Hancock, Massachusetts.

MAINE WOODS. Surry. 4 acres. Lake, private, sleeps 12. Modern, boat, motor. $125 week. Box S-319.

NEW YORK—Mountain cottage. Acreage. ULster 7-1593 NYC, Box S-801.

SUMMER, while owner in Europe. Charming 15 room house, large swimming pool, trout ponds, riding horses, on 1,200 acre mountain estate near famous Berkley Springs, West Virginia—$2,000 or best offer. Telephone WAlker 4-4110, S. Ashelman, Ednor, Maryland.

APARTMENT in Berkshire Hills country estate. 5 rooms, kitchen, 2 baths. Available June 15th. $175 month. R. Pratt, North Street, Dalton, Massachusetts.

SOUTHERN CALIFORNIA cottage by sea. 3 bedrooms, 2 baths. All modern appliances. $150 week. Box S-816.

CAPE COD, September. Artistic home in woods, ocean view. Boating, swimming, fishing at door. Box S-839.

GREEN MOUNTAIN CABIN. Fireplace. Conveniences. Pond. $55 week. Box S-848.

BRANFORD, CONNECTICUT. Directly on Sound. Spacious grounds, large living room, 4 bedrooms, 2 baths, excellent furnishings. July. $750. Box S-828.

ESCAPE from entanglements, telephone, TV. Large, comfortable lodge, private Vermont hillside, guaranteed to restore peace of mind. Available week $100, month $300. Bill Darrow, Putney, Vermont.

MAINE—Waterfront Cape Codder. Furnished. 4 bedrooms, electric kitchen, fireplace. Sandy beach. August $350, September $250. Box S-844.

(Continued on page 74)

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HOUSES AVAILABLE

For Summer Rental

(Continued from page 73)

ESSEX, CONNECTICUT. Modern house, magnificent view Connecticut River, fireplace, 2 bedrooms, 2 baths. Garage. Adults. Complete privacy. $950. Call SOuth 7-1614, Essex, weekends, MUrray Hill 3-2508 NYC weekdays.

LONG ISLAND. 2 bedrooms. Isolated woodland near Sound. 32 miles NYC. $1,500. ORiole 1-3877, Nassau County.

RENTALS: Monthly, seasonal. Private housekeeping cottages—living room, fireplace, 3-5 bedrooms. At Mt. Snow. Jackson Barstow, Snow Mountain Inn, Mount Snow, Vermont. HOmestead 4-3336.

DUTCHESS COUNTY — 60 miles NYC — 4 rooms. Secluded, country estate. Private trout lake. All utilities. Long season $875. Box S-745.

WELLFLEET, CAPE COD. Large, new, completely furnished house. Sleeps 10. $500 monthly or special season rate. Box S-783.

FERNCOVE COTTAGE COLONY, de luxe 2 bedroom housekeeping cottages; private beach, fishing, Lake Wallenpaupack. Write Mrs. L. Fine, Honesdale, Pennsylvania.

HOUSES FOR EXCHANGE

LOS ANGELES HOME and automobile exchanged for Hawaii, Oahu, during summer. 4 bedrooms, beautifully furnished, near University. References. Box S-822.

APARTMENTS FOR RENT

Unfurnished

SPACIOUS 5 room studio apartment atop private home. Magnificent view. Hour NYC. $85. Alex White, Central Valley, New York.

PROPERTY FOR SALE

WALLINGFORD, VERMONT. Here you'll find companionship in retirement. Many and varied activities in and around our small congenial community. No time for boredom. Unusual building sites thoughtfully planned. Some open hillocks, some wooded areas. All have sweeping mountain views. Beautiful small lake adjoins, with private sandy beach. Churches, library, Inn. Historical sites, all sports, shopping center nearby. John Macleod, Wallingford, Vermont.

LAND FOR SALE

MAINE; MEADOWLAND BORDERING OCEAN — Five building sites, 1 to 2.4 acres, 65 miles from Boston. $6,000 to $14,000. No brokers or developers. Brown, 933 Tremont Building, Boston 8.

CAMPS

MAINE SAILING SCHOOL, summer camp, co-educational, 10-16, on Penobscot Bay. Roy Hilburn, Box 174, Lakeport, California, or telephone TRafalgar 4-5362 NYC.

THE APPEL FARM, Art and Music Center for Children, is a unique combination of fun—arts—farm life—family life. Exclusive group. Ideal for first time campers. Attractive brochure. Write Appel Farm, Elmer, New Jersey.

TEEPEE. Coed, 7-14 years. Relaxed, fun-loving camp with lots of music and folklore of different nations. We swim and hike, ride our own horses; farm chores, planting; and of course baseball! 150 beautiful Vermont acres. Julian and Erna Otten, 547 Riverside Drive, NYC 27, MOnument 2-3944.

BACK LOG CAMP on Indian Lake, Adirondacks, New York, managed by Quakers for three generations, attracts those who love the unspoiled wilderness in company with civilized and educated persons. June 30th to September 5th. $63 weekly, all-inclusive; reductions for families. Brochure. Mrs. Henry Cadbury, Haverford, Pennsylvania.

VACATIONS

GREEN SHADOWS INN, OLD LYME, Connecticut. Open all year.

CHRISTMAS TREE INN. AAA. Delightfully informal lakeside resort with private cottages nestled in pines. Central dining room and lodge. Excellent meals. Sandy beach, good fishing. Open late May to mid-September. Bridgton 5, Maine.

WATERVILLE INN—For nearly a century a resort unchanged in its essential character. In the White Mountain National Forest. Comfortable Inn, golf course, swimming, tennis and miles of pleasant hiking trails along streams and cascades. Folder. Advance reservations requested. Waterville Valley, Campton P.O., New Hampshire.

PICTURE-BOOK VILLAGE off beaten path. Relaxing historic Inn. Small-town events. Pool. 5 acres grounds, brook. Folder. The Tavern, Grafton, Vermont.

THE MANOR in Asheville, North Carolina, welcomes creative people. Pleasing rates, beautiful surroundings.

EAGLE MOUNTAIN HOUSE, Jackson 16, New Hampshire. Overlooks Wildcat Valley. Square mile estate with golf, swimming pool. All summer sports, social program. Excellent meals. June 30th-October 16th. Color folder.

FRIENDLY INN on pine studded hill overlooking ocean. Interesting, exciting, creative guests. Hillcrest Inn, Ogunquit, Maine.

IRELAND. Sporting estate with 52,000 acres shooting, salmon river, lakes, trout streams. Excellent cuisine and cellar. Reservations necessary. Request booklet. Brefini Lodge, Dromahair, County Leitrim.

CAMP CONIFER, for families or couples, Kezar Lake and The White Mountains. Couples $150 weekly. Peter S. Davey, Lovell, Maine.

WILL SHARE hilltop home informally with few special persons of limited budget, appreciative of peace, beauty, old world charm. Mrs. Apolant, Worcester, New York.

RIVERSIDE HOTEL, Ogunquit 2, Maine. Perfect seaside relaxation. Art Colony. Beach. Playhouse. Bountiful meals. Folder.

LIKE THE COUNTRY? Come to Graymont, a Colonial home. Good food. R.D.2, Middlebury, Vermont.

NANTUCKET, fascinating island 30 miles at sea, yet only one hour by air from New York or Boston. Miles of white sand beach, surf bathing (Water averages 72°), golf, sailing, all your favorite sports, varied entertainment. Modern hotels, inns, guest houses. Excellent restaurants. Free illustrated booklet. Information Service, Nantucket 16, Massachusetts.

PILOT HOUSE CLUB, Nassau, located on the picturesque Bahamian waterfront. 6 nights, 7 days, for $97 per person, modified American Plan. Air-conditioned accommodations. Rates also include art instruction by well-known American artist during month of June. Write or phone Charlie Jenkins, Jenkins-Gibson, Hotel Representatives, 40 West 55th Street, New York 19, JUdson 6-3070.

JUNE VACATION IN VERMONT. Private lake. Unique woodland setting. American Plan. Hidden Lake Lodge and Cottages. Marlboro, Vermont.

ISLAND RETREAT—Charming living quarters. Breakfast privileges. Excellent meals nearby. Ocean, forests, headlands. Reasonable. "Tree Tops," Monhegan Island, Maine.

FOUR SEASONS LODGE. Magnificent views overlooking Lake Sunapee. Rooms, motel, good food, AAA. Write The Gallups, Sunapee 5, New Hampshire.

AKERMAN HOUSE. Newfound Lake. Real hospitality in a country setting. Near sandy bathing beaches. Ideal for families. Some rooms with bath $45.50-$56 weekly with abundant food. Bristol, New Hampshire. Telephone 4-5734.

SUMMIT. Sumptuous ski lodge! Special summer rates. Folder. Sherburne, Vermont.

VACATIONS

HOLIDAY HOME EXCHANGE BUREAU will arrange between reputable approved people. Write 813 Inwood Court, Grants, New Mexico.

THE CLIFF HOUSE, Bald Head Cliff, Ogunquit 5, Maine. Swimming pool 72°. Quiet, informal. Cocktail lounge. All sports. Reasonable with or without meals. Brochure. Maurice Weare, Manager. WELLS (Midway) 6-5662.

LIKE SWIMMING, GOLF, SPORTS, excellent meals? You'll thoroughly enjoy your vacation at this delightful country inn. All sports on our 250 acre estate. Informal social events; entertainment. $12-$18 day includes meals. Open all year. For color folder, reservations write A. Gordon Moody, Manager, The Northfield, East Northfield 46, Massachusetts.

BELGRADE. Seven large, crystal-clear lakes. 400 square miles of woodland, streams and countryside. Good fishing, vacationing, fall hunting. Write for free booklet. Specify accommodations desired and when. Belgrade Lakes Region, Inc., Belgrade 7, Maine.

WORLD-FAMOUS FISHING PORT and vacation area on cool, picturesque Cape Ann. Beaches, fishing, boating. For pictorial, informative folder write City Manager, Gloucester 5, Massachusetts.

CRESTMONT INN, Eagles Mere, Pennsylvania. Fun for the whole family in the scenic Alleghenies. Modern hotel rooms, cottages. Superb food. Golf, tennis, riding, water sports, shuffleboard. Golf, tennis pros. Directors for tots, teens. Opens June 16th. Folder. W. T. Dickerson, President.

OFF-THE-BEATEN-TRACK nearby resorts. Call LOrraine 8-0700 NYC.

IN FT. LAUDERDALE take FRENCH LEAVE. Efficiencies, bedroom apartments. TV. Pool. Public beach. Free Color Brochure. Write: FRENCH LEAVE, 4228 Ocean Drive, Ft. Lauderdale, Florida.

FORTYISH OR MORE? Exquisite loafing at The Woodside, Cresco, Pennsylvania. Brochure S. June 23rd-October 16th.

WINDY HILL, R.D. Box 160. Walden, New York. Informal, friendly. Music, books, sports, natural lake. Newburgh: JOhn 2-1232. Open May 26th.

THE LOOKOUT, Ogunquit #2, Maine. One of New England's foremost resort hotels. New swimming pool. Beautiful grounds, gardens. Exceptional meals. Open June 25th. Color folder.

SAN FRANCISCO ON A BUDGET? Charming, centrally located. Hotel Beresford, 635 Sutter Street.

PEMAQUID SEMINAR: Stimulating and informal vacations for thinking people. Writing, lectures, discussions. For 1961 pamphlet write: Box 386, Damariscotta, Maine.

THE WESTTOWN FARM HOUSE, an old fashioned country inn, 21 miles west of Philadelphia. Beautiful Pennsylvania countryside. Excellent meals. Pleasant rooms. In the cultural atmosphere of a Quaker school campus, with library privileges, use of private lake and tennis courts. Within walking distance of Chase Tennis Camp and day camp under direction of Westtown School faculty. Reservations by week, month, or year-round. Marion Weller, Manager, Westtown, Pennsylvania.

YOU'LL LOVE Sky Lodge & Motel . . . informal, complete resort. Pool, golf, excellent food, cocktail lounge. 2 miles north of Jackman. E. R. Landgraf, Moose River, Maine.

HERITAGE HILL—Holland (RFD Southbridge), Massachusetts. Carefree relaxation, spacious rooms, food aplenty. Brochure.

IVES LAKE, in the heart of the Huron Mountains. Catch a Rainbow, hunt a mushroom, read a book, bring the kids. Write Howard Paul, Big Bay, Michigan.

MOOSEHEAD LAKE. One of New England's famous resort hotels, cottages. Golf course, fishing, water skiing. Excellent Maine food. Cocktail lounge. No hay fever. Informal. Moderate rates, June 18th to mid-September. SQUAW MOUNTAIN INN, Greenville Junction 8, Maine.

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VACATIONS

GOLFERS TWOFER at Yorktown Motor Lodge (only one hour from NYC). Any two days—greens fees at Westchester's finest golf course, two nights luxury accommodations, four epicurean meals, complimentary cocktail—$25 complete per person (double occupancy). On Route 202 at Taconic State Parkway. YOrktown Heights 2-3822.

THE FALES, Williamstown, Massachusetts. Quiet, secluded. Cottages. Excellent food. Berkshires.

PISGAH FOREST INN. Always cool, log fires, friendly hosts. Trails in Natural Wilderness. Box SR433, Candler, North Carolina.

KANDAHAR LODGE, Manchester, Vermont. Beautiful vacationland in a setting of rare, natural beauty. Elevation 2,000' midst the Green Mountain National Forest. Restful, informal, sports. New heated swimming pool. Excellent food, accommodations. Folder.

THE IMPROBABLE INN for artists (and compatible personnel) 21-40 years. Lodging, studios, one-world cuisine. $50 weekly. Bay Street Studio, Boothbay Harbor, Maine. Brochure!

WINHALL MOUNTAIN LODGE, an oasis of peace and beauty in the lofty Green Mountains. Charming Alpine chalet. Panoramic view. Delightful informal atmosphere. Superb continental cuisine. Breakfast in bed. Swimming, sports. Brochure. Manchester, Vermont.

ASOLO THEATRE COMEDY FESTIVAL in unique Sarasota, Friday, July 14th through Wednesday, August 16th. Only theatre festival of its kind, presented in the only authentic 18th Century Italian theatre in America. Seventeenth and 18th Century comedy and opera as originally performed. Sponsored by John and Mabel Ringling Museum of Art and Florida State University. All this . . . and unique Sarasota's fabulous beaches, fishing and golf . . . artists and writers, architects and musicians . . . makes the Sarasota Vacation Area: Sarasota, Venice, Englewood and their Keys—most popular with people who want to mix relaxation with stimulating company. Family budget rates for summer. Write Sarasota County Chamber of Commerce for illustrated, informative brochures. P.O. Box 308R, Sarasota, Florida.

ON ONE OF MAINE'S unspoiled islands—Efficiency apartments $35 to $50 weekly. Ferry service. Write The Whitteds, Swans Island, Maine.

MEXICO. Jocotepec, Jalisco—at Lake Chapala. HOTEL LA QUINTA. Relaxed living, spotless rooms, private bath. Home cooking. $3.00 daily American—special rates schools, groups. Write.

STEPHANIE AND PHILIP BARBER invite you to vacation luxuriously, calmly, actively, lazily, musically, flexibly at WHEATLEIGH in Lenox, Massachusetts, where a countess once dwelled. Do write—we'll send the Wheatleigh, the jazz, the folk, the Tanglewood folders, yes.

KINAPIC LODGE, Lovell, Maine. Cabins, Lake. American-Jewish Cuisine. Sports. Water Skiing. Sightseeing, Hi-Fi. Couples, family groups: $86 and up weekly. Write. Phone DEwey 9-5730 NYC.

TUILAUVENT—Maple Road, Brewster, New York. Telephone 9-8106. Only 50 miles from NYC, a beautifully located and secluded country place. Ideal for relaxing weekends and vacation. Comfortable rooms. French cooking. Moderate rates.

PELICAN COVE—Florida Keys. Immaculate oceanside apartments, beach, swimming, fishing, skindiving, shelling, birdwatching, loafing. Literate, congenial company on balmy tropical isle. Tom and Carolyn Brown, Islamorada.

HOTEL PLAYA MAZATLAN, directly on beautiful beach, tropical setting. Excellent international cuisine, best in Mexico. $15.60 double occupancy. American Plan. Mazatlan. Sinaloa, Mexico.

SUN-INSIDE, Monterey, Massachusetts. Berkshires. French cuisine, small, very quiet.

CARIBBEAN CRUISING—Comfortable charter yachts; congenial captains, competent crews, captivating cruising centre, cool climate, conservative costs. Cable or correspond (airmail) V.E.B. Nicholson & Sons, St. Johns, Antiqua, W.I.

SNOWBIRD MOUNTAIN LODGE, Robbinsville, North Carolina. Small, secluded, informal. Picturesque mountaintop location bordering Great Smokies. Folder.

HOLIDAY HOUSE. Castine, Maine. Waterfront hotel, private bathrooms. Request colored brochure.

VACATIONS

ST. CROIX, VIRGIN ISLANDS—Be a beachcomber in luxury. Distinctive cottage colony at quiet beach. Boats, rental cars, commissary on premises. Choice scenery. Write Village At Cane Bay, R.D. Box 677, Christiansted.

UP-ISLAND on Martha's Vineyard, you're away from frantic joy-mills, free as a gull. Picturesque harbor to paint, beautiful beaches, tennis, cycling, scholarly retreats. Modern cottages for 2 to 6 guests. New England home cooking at its best. Lower June rates. Menemsha Inn, Menemsha 21, Massachusetts.

BLUEBERRY HILL! Apple blossoms! Nothing whatever to do. Lucullan food. The Mastertons, Brandon, Vermont.

ROAD'S END, Lake Pleasant. New York. Informal, rustic, beautiful. American Plan—Housekeeping.

COLONIAL CHARM midst wooded Litchfield Hills. Trout stream. Casual, intimate: luscious food. Swimming pool—horses, golf, lake nearby. Country auctions, summer theatre. Lewis & Mary Fisher, Bantam, Connecticut.

OGUNQUIT. Famous summer vacation center, smooth, uncrowded beaches, numerous activities. Artists' colony, summer theatre, shopping center, deep-sea fishing, golf, movies. Hotels, guest houses, motels, cottages, restaurants, tea rooms. For information write Information Bureau, Ogunquit 15, Maine.

WHITNEYS' . . . Charming Inn off beaten path. Rooms, Cottages, Motel. All seasonal sports. Famous food. AAA. Open all year. Our folder tells all. Bill & Betty Whitney, Jackson 10, New Hampshire.

BROOKFIELD CRAFT CENTER offers a craft vacation working with nationally-known instructors. Delightful surroundings. Brochure. Brookfield, Connecticut.

LIKE THE OCEAN? Your choice, hotel or de luxe motel. Informal, quiet yet near activities. Folder. Colonial Inn, Ogunquit 5, Maine.

FAMILY VACATION! Aloha Manor, Lake Morey, Fairlee, Vermont. Child sleeps with parents or in camp (2-16 years). Swimming, sports, trips. Free pony riding. Excellent food. Golf nearby. Booklet. Mrs. Harriet Gulick Pierce, Box S, 531 East 20th, New York 10. GRamercy 3-0222.

AN ISLAND IN TIME, where the days are measured by sun and tide, the nights by drifting stars. The Island Inn, Monhegan Island, Maine. June-September.

LIMITED TO 50, our unique mountaintop "hideaway" in deep woods on a sparkling Berkshire lake offers just the ideal vacation retreat for business and professional people who like simplicity, beauty of setting, unhurried vacation fun. Rustic lodge, cottages, cabins. Ideal swimming, rowing, canoeing, sunbathing, tennis, badminton, shuffleboard, unsurpassed hiking trails. Fine food, indoor and outdoor stereo concerts our specialty. Duncan Hines recommended. Chanterwood, Box 21, Lee, Massachusetts. Brochure T.

MEXICO? A Caribbean island? Of course . . . Cozumel. Questions? Ask about tropical living at . . . The Caribe Islander, Cozumel Island, Mexico.

BEAUTIFUL ISLAND RESORT. Swim, sail, fish, dig clams or just relax. Modern housekeeping cottages. Daily ferry service. Lloyd Pendleton, Islesboro, Maine.

BERKSHIRES. Tanglewood—ten minutes. Luxurious accommodations, secluded villa. Heart of cultural-sporting activities. Seasonal-Weekly-Daily Rates. Box S-874.

RESTFUL ISLAND RESORT, perfect for seacoast vacation, 20 ferry trips daily. Folder. Squirrel Inn, Box 8, Squirrel Island, Maine.

POCONOS. Outstanding studio housekeeping units. Beautiful estate. Write for informative brochure. The Robbins Farm, Saylorsburg, 6, Pennsylvania.

VALEVIEW. Attractive Colonial estate. Berkshires. Near Tanglewood, golf, swimming. Charming double bedroom. Breakfast. Couples. $65 weekly. Merrick Hall, Maple Avenue, Great Barrington, Massachusetts.

SHANGRI-LA, only 2 hours NYC. Get away from it all at Vineyard Lodge, Ulster Park 3, New York. Free brochure.

TRAVEL

SAVE MONEY ON YOUR NEXT TRIP to New York. New York is inexpensive if you don't insist on running with the herd. Stay at the Hotel Paris and use our folder: "New York for Free." All rooms with bath; free swimming pool; family rates. Write to M.L. Walter, Hotel Paris, New York 25.

AROUND THE WORLD, February 4th-April 24th, 1962. Madrid, Granada, Seville, Athens, Cairo, Luxor, New Delhi, Agra, Benares, Madras, Colombo, Bangkok, Angkor Wat, Hong Kong, Tokyo, Kyoto—and much more. Lectures, meetings with nationals, discussions. Write DR. HUBERT HERRING, 763 Indian Hill, Claremont, California.

MEXICO. Write today for free official information letter and illustrated folders. MEXICAN GOVERNMENT TOURISM DEPARTMENT, Paseo Reforma 35, Mexico City, D.F.

CHARMING GRAMERCY PARK—Attractive singles and doubles. Newly decorated. PARKSIDE HOTEL. 18 Gramercy Park South, NYC. Transients $4.50 and up. Moderate weekly-monthly rates. GRamercy 5-6000.

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STAY IN THE HEART OF SMART NEW YORK . . . at the famous Beekman Tower Hotel. It's near everything—United Nations, midtown shops, just a short bus ride for the theatres. Rates are moderate, accommodations delightful. Enjoy cocktails in the Top o' the Tower Cocktail Lounge—26 stories high in the sky—and delicious food in the Turtle Bay Dining Room. Rates for single rooms with semi-private bath from $6.50. Group rates available. If you're driving to New York, write BEEKMAN TOWER HOTEL, 49th Street and First Avenue (3 Mitchell Place), New York 17, New York for the SR map showing how to avoid city traffic.

COMBINE YOUR MEXICAN VACATION with Adventure! For itineraries into areas still untouched by tourists, write Off The Beaten Track Tours, 429 Winslow, Long Beach 14, California.

GRAND 14 NATION TOUR of Europe including Hungary, Yugoslavia and Berlin; 18-day Scandinavia by de-luxe Motorcoach and daylight cruise of Norway's incredible fjords; Chateaux of the Loire, Normandy, Brittany, Basque Country, Spain, North Africa, Andorra; plus 18 other imaginative off-the-beaten-trail adventures to seldom-seen lands are illustrated in new, 56-page Maupintour travel book. Ask your Travel Agent for your free copy or write Maupintour, 400 Madison Avenue, New York City. No obligation.

EUROPEAN ART, Traveler's Guide for 800 art centers. 450 illustrations. $7.95. Herder Book Center, 7 West 46th Street, New York 36.

SAILING VACATIONS—Cruise beautiful Bahamas Out Islands (from Bimini to Nassau) aboard gleaming 96-ft. schooner CAREFREE. Help sail the ship—or relax in the sun. Great fishing and skindiving, fine food, congenial shipmates. From $175. Write or phone: Tradewinds Cruises, Ltd., P.O. Box 774-SR, Coral Gables, Florida. Highlands 8-6136.

GREENWICH VILLAGE, U.S.A. Stay at the Hotel Albert, East 10th Street and University Place, NYC. Moderate rates. Call ORegon 7-0100.

CIRCUMNAVIGATION Sailing Yacht leaving on 3½ year world cruise. If you are 17 or 70, want to play, want to seek, believe you never stop growing in intellect and character, we want you as a guest. Help us sail the vessel and explore the world as few people ever do. Total cost, including everything, $7,000. For information, contact Box S-802.

WESTERN ADVENTURE TOURS, low cost teen-age trips of the great American West, by rail or motor, some featuring camping or bicycling in National Parks. Brochure, SITA (Students International Travel Association), 50 Rockefeller Plaza, NYC.

VIRGIN ISLANDS YACHTING PARTY. $120 per person; maximum 6 persons per cruise. One week all-expense cruise leaving St. Thomas every Saturday and sailing through the islands on small modern auxiliary schooner. Explore uninhabited tropical islands, swim, fish, or just relax. Write: Yacht "Rambler," Box 1203, St. Thomas, Virgin Islands.

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KINGSLEY DOUBLE-CROSTIC NO. 1417

Reg. U.S. Patent Office

By Doris Nash Wortman

DEFINITIONS	WORDS
A. Condition of being of both sexes, or neither one.	148 97 78 152 198 130 137 163 123
B. Alighting upon (2 wds.).	169 111 72 39 181 121 88 191 36
C. Familiar appellation of Word R (2 wds.).	60 20 48 3 119 162 76 144 73
D. In geology, upper division of the Permian in Europe.	11 40 116 174 115 156 200 203 14
E. Brother-in-law to Helen of Troy.	37 103 33 126 46 91 81 98 202
F. Basis for emulation among dedicated sunbathers.	124 101 127 160 155 182 32 1 180
G. All notable or fashionable people.	129 34 6 109 23 24 117 194 125
H. Wielding a certain gardener's or mason's tool.	26 9 16 173 35 4 95 204 142
I. Humorously — but traditionally — said to be superior to an anagram of gift horse.	2 56 45 188 135 150 19 190 107
J. Area on a hostile shore occupied by advance troops.	199 12 132 176 62 67 87 75 149
K. King of England, grandson of Alfred (895-940).	92 100 157 108 193 96 43 186 38
L. Kindred.	42 161 5 167 61 13 21 187 66

DEFINITIONS	WORDS
M. Practically indispensable (comp).	154 184 82 164 106 44 69 65 18
N. Science of improving living conditions so as to produce more effective people.	68 165 136 183 158 146 80 15 159
O. Radically change, in appearance or in nature, or both.	131 79 41 168 151 8 120 139 63
P. English historical painter (esp. of Newton, etc.; 1675-1734).	85 94 170 74 57 31 140 118 104
Q Meriting legal defense (comp. hist.).	17 145 59 27 10 133 83 177 102
R Artist (see Word C; 1578-1610).	172 55 143 195 99 114 185 28 51
S. Part of an object surrounding the center (2 wds.).	71 49 25 128 175 113 52 122 201
T. Anything that is rejected.	206 86 138 84 178 64 147 196 134
U. What one is said to keep who watches one of his fellows (4 wds.)	153 7 29 89 112 54 166 179 141
V Grumblings; complaints. (obs.).	70 50 77 205 93 105 30 58 189
W. Outlasted.	110 192 22 171 47 197 53 90

DIRECTIONS

To solve this puzzle you must guess twenty-odd WORDS, the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram. . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning. . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line . . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop. Authority for spellings and definitions is Webster's New International Dictionary, Second Edition.

1 F	2 I	3 C	4 H	5 L	6 G	7 U		8 O	9 H	10 Q	11 D	12 J		13 L	14 D		15 N
16 H	17 Q	18 M		19 I	20 C	21 L	22 W	23 G		24 G	25 S	26 H	27 Q	28 R	29 U	30 V	
31 P	32 F	33 E	34 G	35 H	36 B		37 E	38 K	39 B		40 D	41 O	42 L	43 K	44 M		45 I
46 E	47 W	48 C	49 S	50 V	51 R		52 S	53 W	54 U	55 R	56 I	57 P	58 V		59 Q	60 C	61 L
62 J		63 O	64 T	65 M	66 L		67 J	68 N	69 M	70 V	71 S		72 B	73 C	74 P		75 J
76 C	77 V	78 A	79 O	80 N	81 E	82 M		83 Q	84 T		85 P	86 T	87 J		88 B	89 U	90 W
—	91 E	92 K	93 V		94 P	95 H	96 K		97 A	98 E	99 R	100 K	101 F	102 Q		103 E	104 P
105 V	106 M	107 I	108 K	109 G	110 W		111 B	112 U	113 S		114 R	115 D		116 D	117 G	118 P	119 C
	120 O	121 B	122 S	123 A		124 F	125 Q		126 E	127 F	128 S	129 G	130 A	131 O	132 J	133 Q	134 T
	135 I	136 N	137 A	138 T	139 O	140 P	141 U	142 H	143 R		144 C	145 Q	146 N		147 T	148 A	
149 J	150 I	151 O	152 A	153 U	154 M	155 F		156 D	157 K	158 N		159 N	160 F	161 L	162 C	163 A	
164 M	165 N	166 U	167 L	168 O		169 B	170 P	171 W	172 R		173 H	174 D	175 S	176 J	177 Q		178 T
179 U	180 F		181 B	182 F		183 N	184 M	185 R		186 K	187 L	188 I		189 V	190 I	191 B	192 W
193 K	194 G		195 R	196 T	197 W	198 A		199 J	200 D	201 S	202 E		203 D	204 H		205 V	206 T

Solution of last week's Double-Crostic will be found on page 10 of this issue.

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Heed the call of the sea!

Come to Canada's New Brunswick for Fun and Adventure

For a vacation in an easier-paced world, dream now of exploring bilingual New Brunswick's coastline—a kaleidoscope of scenery. Visit salty fishing villages, picturesque lighthouses, lobster pounds, see the stark grey wraiths of the glorious days of sail. Walk sun-drenched sheltered beaches swept clean by surging tides.

You'll marvel at nature's whimsies...the Reversing Falls, the awesome majesty of the Tidal Bore, the unbelievable Magnetic Hill, intriguing, majestic Grand Falls. Drive the world's longest covered bridge . . . relax in Fundy National Park . . . see world-famous paintings at the Beaverbrook Art Gallery in Fredericton...fish, golf, picnic, camp or swim as the mood strikes you.

Bring your camera to New Brunswick—the shooting's unrestricted; bring your appetite—the seafood's out of this world; bring your heart to Canada's "picture province"—but be prepared to leave it behind!

Send for your free "Holiday Kit" today—and start dreaming.

Warm water sea bathing

Friend of the mariner

New Brunswick

THE "Picture Province" OF CANADA

An outdoor lobster treat

In Fundy National Park

Free SR-1

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Please send me a New Brunswick Holiday Kit to :

NAME _____
PLEASE PRINT

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TOWN _____ STATE _____

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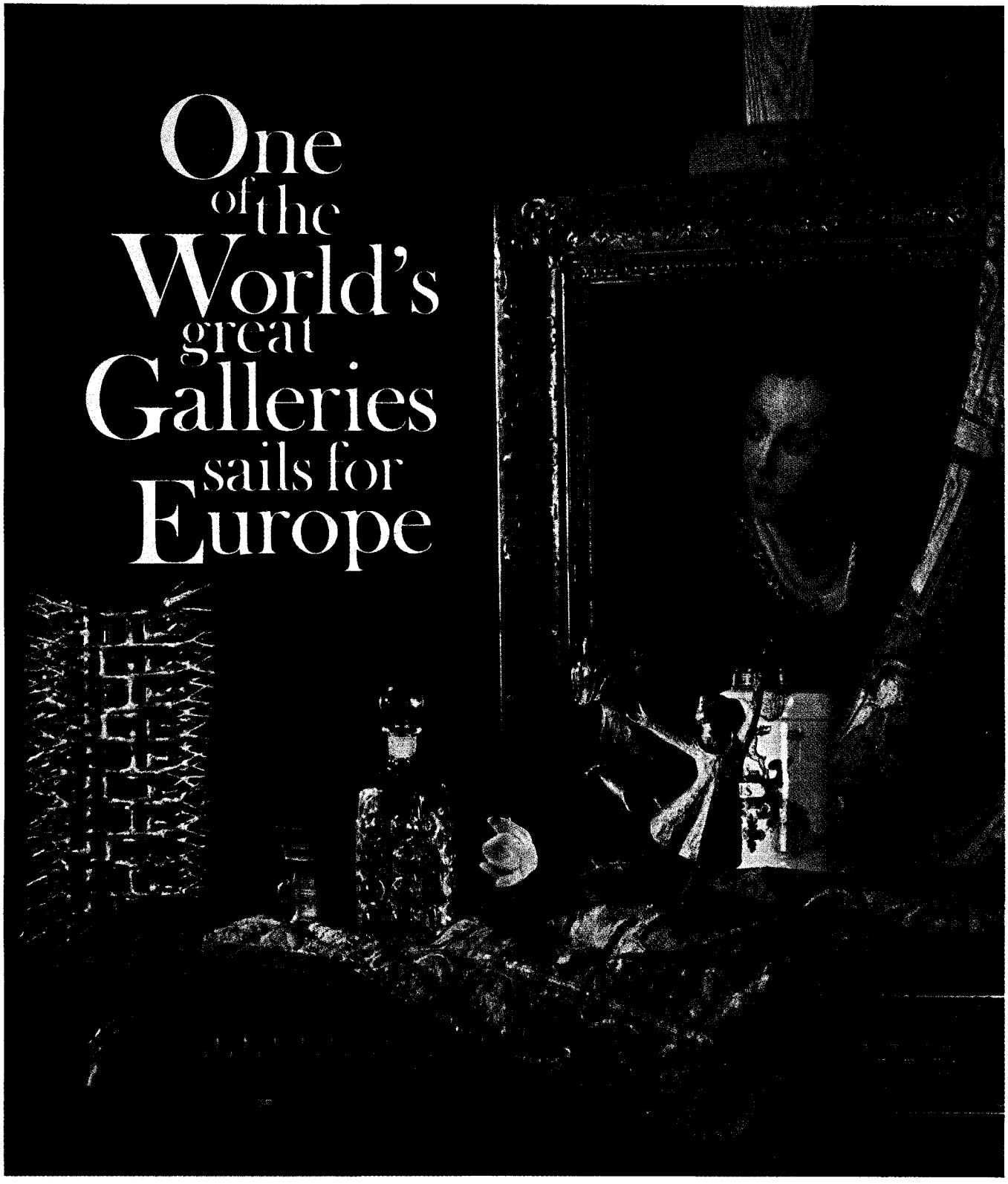
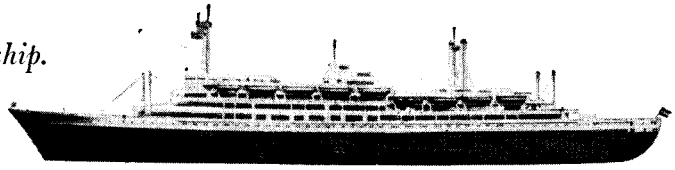


Surrounded by beauty like this, you'll sail serenely to Europe...aboard the elegant *Rotterdam,* the gracious *Nieuw Amsterdam,* the sparkling *Statendam,* or *any* Holland-America Line ship. Each is a superb gallery of fine art as befits the heritage of Van Eyck and Rembrandt, Hals and Vermeer, Rubens and Mondrian. Paintings, paneling, tapestries, sculpture, mosaics... every detail delights the eye, stimulates the mind. And in such a setting, the "hautest" of haute cuisine, the worldliest of old-world service.

First Class or Tourist . . . it's good to be on a well-run ship.

Holland-America Line



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